

Inspection of Ashbourne Day Nurseries at Southam

Old School House, School Street, Southam CV47 1PL

Inspection date:

17 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Relationships are positive, and children are happy and settled. Children interact well with staff and each other. Friendships have formed among older children. Children understand behaviour expectations. Young children progress from playing alongside their peers to playing together. They are learning that some things must be shared and sometimes they must take turns. Staff encourage children to be polite. For example, staff explain to young children that if they say 'excuse me' there should be no need to push and squeeze past others.

Children make independent decisions about what to play with in their playrooms. However, the choice available for them is limited and some staff's teaching practice is not flexible enough to ignite children's curiosity and encourage them in developing their own ideas. Staff support children's communication and language development well. They work with parents and other professionals to make sure that children who have special educational needs and/or disabilities receive any additional support that they need.

Children practise their handling skills in different ways. Babies progress well from grasping with a whole hand to using a thumb and two-finger grip. Children are physically active every day in the outdoor area and in a large playroom where they have access to soft-play equipment and enjoy activities that support them in moving their bodies in different ways. Staff are fully aware of children's dietary needs and ensure that children do not eat any food that would cause them harm.

What does the early years setting do well and what does it need to do better?

- Staff observe children, assess their levels of development and plan for what they intend children to learn next. However, some staff do not see the learning potential in the activities and resources they provide for children and do not support children in exploring, investigation and finding things out for themselves. That said, children develop the necessary skills that help them to be ready for the move on to the next stage in their education.
- The provider makes sure that staff keep their mandatory training up to date. The manager takes steps to monitor practice and meets with staff to discuss the strengths of their practice and areas where they can improve. However, systems are not fully effective in ensuring that teaching practice is consistently good across the staff team.
- Staff agree a gradual introduction with parents in accordance with their child's needs. This helps children to feel emotionally secure at the onset of the child's placement. Parents are asked for information on what their child already knows and can do as well as information on the child's care needs.
- Children learn to manage simple tasks for themselves, such as putting their

coats on. They understand safety rules, for example when climbing the stairs to the first-floor playrooms.

- Staff meet children's care needs well. However, they do not fully support children in adopting good hygiene practices. There are times when staff do not wipe children's noses or encourage children to do so for themselves.
- Children enter the nursery happily once collected by staff from parents at the entrance. They are keen to speak with staff and their friends and readily engage with visitors.
- Young children use short sentences as they commentate on what they are doing, such as 'taking the baby for a walk'. Pre-school children are keen to talk about the yoga sessions they enjoy in the soft-play room. They talk about and confidently demonstrate the poses that they practise.
- Staff use story times effectively to support children's speaking skills and their social and emotional development. A story involving twins begins with pre-school children discussing what twins are. Children are keen to give their opinions. Staff make sure that all have an opportunity to do so. Children speak confidently and take turns to speak. New vocabulary is introduced, such as 'compromise', and staff ask children for opinions on what this means.
- Children engage in conversation about foods, including vegetables and chocolate. They say that chocolate is a treat and, when asked why, children say that this is because chocolate is bad for your teeth.
- Staff support children's mathematical learning well. Pre-school children learn about 2D and 3D shapes. They talk about shapes that have four sides, including a rhombus which they say looks like a 'squashed square'. Staff ask, 'How do we know it's a 2D shape?' Children reply, 'Because it's as flat as a pancake.' Staff also ask, 'How do we know it's a 3D shape?' Children say, 'It's not flat, it's solid.' Young children use mathematical language such as 'full' and 'empty' while they play with containers in water.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The provider has made recent changes to aspects of the premises and risk assessment is effective. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop aspects of staff supervision to provide training, coaching and support for staff to advance the effectiveness of teaching	14/04/2023
develop teaching practice for supporting children in exploring and investigating, 'having a go' and developing their own strategies for doing things.	14/04/2023

To further improve the quality of the early years provision, the provider should:

- improve the choice of resources available to children to more effectively promote the focus on learning
- extend practice for supporting children in adopting good hygiene practices.

Setting details

Unique reference number	2688090
Local authority	Warwickshire
Inspection number	10277800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	52
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01926813815
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Southam registered in 2022. There are 13 members of childcare staff and 11 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery is open Monday to Friday from 8am until 6pm, all year round except for bank holidays. Funded early education is provided for two, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke with the deputy manager and representatives of the nominated individual about the leadership and management of the setting.
- The inspector carried out joint observations of a group activity with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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