

Inspection of Ash House Day Nursery

29 WITHENS LANE, WALLASEY, MERSEYSIDE CH44 1BB

Inspection date: 16 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to begin their day, excited to see their key person and friends. They establish good relationships with staff and show that they feel safe and emotionally secure in their care. Children understand clear expectations of behaviour. They behave well and show kindness and respect to one another.

Children access a wide variety of activities that promote their physical development. You can see their confidence growing as they practice the skill of riding a pedal bike without stabilisers. Throughout the day, children have different exercise sessions, such as Zumba, where they increase their heart rate and fitness levels. They are keen to talk about their heart beating fast, demonstrating a good knowledge of the importance of exercise.

Children develop good communication skills. They engage in regular conversations and discussions with their peers and adults throughout the day. For example, staff introduce the phrase 'doctor's surgery' as children talk about their experiences at the doctor. Children use this new phrase in their role play. This helps them to embed new vocabulary and learn new words in context.

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

- Staff demonstrate an in-depth knowledge of each child and their next steps in learning. They create a sequenced curriculum that incorporates children's evolving interests. For example, a shopping list brought in from home leads to a trip to the local supermarket to buy the items. These are then used in an activity linked to the story 'The Gingerbread Man'. Clear next steps are identified by staff to link to these interests. As a result, all children make progress from their unique starting points.
- Staff organise a balance of focused activities and opportunities for children to explore and play freely. They carry out well-planned and engaging activities with children in small groups, which link to their interests from home. However, during large-group times, staff do not always consider the range of children's needs and interests. Some children become fidgety and distracted. Therefore, not all children participate and benefit equally at these times.
- The special educational needs and/or disabilities coordinator (SENDCo) is passionate and committed to supporting all children. She has implemented the use of Makaton sign language to support children who are non-verbal to build good communication skills. These signs and visual cues are embedded consistently in all areas of the nursery. This helps children with SEND and those who speak English as an additional language to make good progress.
- Staff teach children how to manage their own emotions and recognise the importance of being kind and courteous to others. They model to children how

to share and take turns, and read books to children which reinforce this message. Children behave well and form positive interactions with their friends.

- Staff support children to learn about the world around them and recognise people who help us. For example, during outside play, children discuss fire fighters using tall ladders to rescue a cat that is stuck. Staff extend this further by introducing puppets such as 'Paramedic Pete', 'Doctor Robinson' and 'Firefighter Frieda'. They discuss the different ways these people can help us, and children tell staff to call '999' if they are hurt or have an accident. Children understand what they can do to keep themselves and others safe.
- Parents have a very high regard for the nursery and describe it as a 'home from home'. They praise the communication between staff and parents. Staff talk to parents to find out about the experiences children have at home. They use the information to plan activities that help widen children's knowledge and experience. Parents feel fully included in their child's learning and help to plan next steps.
- The management team creates a positive working environment. Staff report that they are very happy and really enjoy their work. They work well together as a team. Experienced staff support those who are new to the setting or working in early years. Each member of staff has access to courses that enable them to progress in their roles and further support the needs of the children in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to recognise possible signs that a child may be at risk of harm. They know the procedure for recording and reporting concerns about a child or the conduct of an adult working with children. Staff are confident to implement this if necessary. The owner contacts other professionals for guidance and acts promptly on all safeguarding matters. Staff complete thorough risk assessments and report their concerns to management. Robust recruitment procedures are in place. Staff teach children to play safely with resources and how to keep themselves and others safe.

What does the setting need to do to improve?

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

- help staff to consider how they organise group times so that all children's learning needs are met.

Setting details

Unique reference number	306341
Local authority	Wirral
Inspection number	10276677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	71
Name of registered person	Ash House Nursery Limited
Registered person unique reference number	RP905507
Telephone number	0151 639 0202
Date of previous inspection	27 July 2017

Information about this early years setting

Ash House Day Nursery registered in 1989 and is situated in Wallasey, Merseyside. The nursery employs 20 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, and six hold qualifications at level 6. Two of these hold early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Smillie

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector carried out a joint observation with senior leaders and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Senior leaders and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector spoke to parents during the inspection and took account of all 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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