

Inspection of Ashbourne Day Nurseries at Wing

Overstone School, Church Street, Leighton Buzzard, Buckinghamshire LU7 0NY

Inspection date: 15 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children confidently and happily separate from their parents when arriving at this setting. They excitedly go to join their friends and are greeted warmly by staff. Children choose from a range of child-led and adult led-activities. They enjoy many sensory activities, such as exploring slime and shredded paper. Babies sit comfortably with staff, who support them to explore the toys and resources available to them. This supports their emotional and physical development and helps them to feel safe and secure.

Children enjoy a range of activities planned around their interests and stage of development. Staff are positive role models and help children to be polite, respectful and kind. Pre-school children make good progress in preparation for their next stage of learning, including their move to school. They show an interest in writing and phonics. Staff plan activities to encourage and build children's development in these areas.

Staff risk assess the children's play areas, equipment and resources, helping to ensure that children play safely. Children enjoy spending time in the outdoor space. They explore sensory activities and use equipment to build new skills, such as climbing on a pirate ship and riding bicycles and scooters. Babies move freely in their own garden and show great enjoyment when playing with balls and hoops.

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

- Overall, staff plan a broad curriculum to support children's learning and development. Staff engage with children and talk to them about what they are doing. Staff support learning effectively as they work with children on small-group activities. For example, they encourage children to use their imagination to decide how they could use different materials, to further develop their play during a sensory activity. However, not all staff consider the learning opportunities children can gain from a variety of activities, and some are not always clear about what they want children to learn. This means, at times, children are not provided with the greatest levels of challenge.
- Staff promote children's independence well. For example, babies, younger children and pre-school children all learn to eat independently using appropriate cutlery for their age and stage of development. However, on occasion, staff do not extend this further. For instance, they do not consistently support children to attempt a wide range of tasks for themselves, such as wiping their noses or helping more with snack time.
- Staff bring stories to life by encouraging children to act out parts of the book. For example, pre-school children excitedly follow staff as they move in different ways around the room. Children use their imaginations to 'squelch through mud'

and move through 'long wavy grass'. Babies enjoy books about farm animals, and resources are used for them to explore while they listen to the story. Staff encourage babies to make the noises of animals and repeat their names, building on their vocabulary and speech.

- Children's behaviour is good. They understand what is expected of them at the nursery, and are supported by staff to play cooperatively, share and take turns. Older children show good manners with the occasional reminder.
- Staff teach children a wide range of songs and rhymes. This extends children's vocabulary and enhances their learning in other areas, such as mathematics. For example, children in the toddler room enjoy a number song about frogs. They enthusiastically join in with the actions and counting.
- Parents praise the staff for their caring and nurturing nature. They report that staff 'bend over backwards' to accommodate children with special educational needs and/or disabilities (SEND) and with dietary requirements. Parents appreciate the communication they receive about their child's day and their progress. They enjoy the observations and photos shared via the nursery app and the time the staff take to give verbal feedback at the end of the day.
- The manager uses feedback from other agencies and staff to help evaluate the setting. This gives her a good understanding of what the setting does well and what it needs to improve. Staff benefit from regular staff meetings and feel supported in their professional development.
- Staff support children with SEND well. They identify when children need extra support and work with parents to make the relevant referrals. Staff use support and advice from other agencies to ensure these children make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their role in safeguarding and complete regular training. They can identify signs that may indicate a child is at risk of harm and/or abuse, including signs that might indicate physical abuse and neglect. They are confident in how to raise concerns and the procedures to follow, including the agencies that offer support, advice and guidance. All staff are first-aid trained and follow procedures for when a child is taken ill or if they need to administer medication.

What does the setting need to do to improve?

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

- support staff to gain a more consistent understanding of what they want children to learn from activities and how to extend children's learning even further

- strengthen staff's skills in supporting children to attempt more simple tasks for themselves during everyday activities and routines.

Setting details

Unique reference number	EY441452
Local authority	Buckinghamshire
Inspection number	10281669
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	97
Number of children on roll	79
Name of registered person	Kids Activ8 Ltd
Registered person unique reference number	RP531351
Telephone number	01296 682822
Date of previous inspection	30 May 2018

Information about this early years setting

Ashbourne Day Nurseries at Wing registered in 2012. It is located in Wing, Buckinghamshire. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. It also operates a breakfast and after-school club during term times and a holiday club during the school holidays. There are 21 staff employed to work directly with the children. Of these, the manager holds early years professional status and 11 other members of staff hold relevant qualifications between level 2 and level 6. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Nicky Butler

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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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