

# Inspection of Ashleigh Nursery School

Ashleigh, Old Watling Street, Atherstone CV9 2PA

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Inspection date: 31 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and quickly settle into activities of their choice. They clearly enjoy their time in this vibrant and extremely well-resourced learning environment. Children are kind and considerate to each other. For example, in the pre-school, when two children bump as they take part in dance sessions, they quickly apologise to each other, without prompt. Children learn about the importance of healthy lifestyles. They enjoy a wide variety of nutritious meals and snacks, that take account of individual dietary needs. Children comment on the 'yummy' food. Second helpings are available, to ensure that children's healthy appetites are satisfied. There are plenty of opportunities for children to spend time outdoors. Children know to wash their hands after using the toilet and before handling food.

Children sit in the book corner and listen intently to staff as they read stories. Children sit together, sharing books and talking about the characters. They giggle as they take turns to tell their own versions of the story. Children learn to recognise and write the letters of their name. Mathematics is promoted well. Children learn to count, recognise shapes and numbers and match number to quantity. Children learn to recognise a group of objects without counting them. Children with special educational needs and/or disabilities (SEND) are supported well. All children are motivated learners who make good progress and develop positive attitudes towards their learning.

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

- Leaders have high expectations for children and provide a well-designed curriculum that is ambitious and, overall, helps children to develop the skills they need for their next stage of learning.
- Leaders monitor children's progress from the outset. This helps to identify any gaps in children's learning. Leaders are swift to put targeted plans in place for children who need additional support.
- Leaders place a high priority on children with SEND. The special educational needs coordinator (SENDCo) works closely with staff, parents and other professionals to target support for these children, including one-to-one support. This helps to ensure that they get the help they need to make the progress of which they are capable.
- Leaders provide staff with regular supervision meetings to support them to fulfil their roles. However, they do not always focus precisely on staff training needs, to further enhance the teaching of the curriculum.
- Leaders place a strong focus on staff health and well-being. Staff say they are happy in their jobs and appreciate the support they receive from leaders.
- Staff know the children well. They make regular observations and assessments and use this information to plan activities and experiences that support the

children's next phase of development. However, planning of activities for older children in the baby room is not always linked precisely to these children's learning needs and so at times staff miss opportunities to extend their learning beyond their current capabilities.

- Children thoroughly enjoy time outdoors, exploring the natural environment. Staff provide an array of ambitious, exciting activities that they use to extend children's learning as they play. For example, staff encourage children to estimate how much rain water they can collect and which container will fill the quickest. Children complete tally charts as they search and find different items in the garden, such as snails, worms and different shaped leaves. Children use leaves, flowers, twigs and clay to make faces with different emotions.
- Staff support children to develop an awareness of healthy lifestyles. During lunch and snack times, staff talk to children about the benefits of healthy food choices and regular exercise.
- Staff manage children's behaviour effectively. They are good role models. Staff are kind and caring and develop strong bonds with the children. They teach children to be polite, kind to each other and to share and take turns. Staff teach children to develop a sense of right and wrong. Children regulate their behaviour according to age-appropriate expectations. Throughout the nursery children behave well.
- Staff support children to be independent. Babies feed themselves and older children serve their own meals and snacks.
- Parents are overwhelmingly positive about the management team and staff. They say all are professional, approachable and enthusiastic. Parents comment on the detailed information they receive about their children's care and learning through daily discussions, parent meetings and an online assessment system. Parents comment on the progress their children make, particularly with their confidence, social skills and communication. Parents appreciate the support they receive to continue their children's learning at home. Parents comment that the impact of attending the nursery on their child's learning is 'amazing'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of the signs and symptoms of abuse. They know where to refer any concerns they may have about a child in their care. Adult to child ratios are maintained, as required. Children are supervised closely by staff at all times. Staff are aware of children with known food allergies and special dietary requirements. Stringent procedures are in place to ensure these children's needs are met. The premises is secure at all times. Robust recruitment procedures are in place to ensure staff are suitable to work with the children. Children learn to keep themselves safe.

## What does the setting need to do to improve?

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

- build further on professional development opportunities for staff, to help to raise the quality of teaching and learning to the highest level
- support staff to consistently link activities to children's learning.

## Setting details

<b>Unique reference number</b>	2674261
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10284249
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Footsteps Day Nurseries Limited
<b>Registered person unique reference number</b>	RP520741
<b>Telephone number</b>	01827 718249
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ashleigh Nursery School registered in 2022. The nursery employs 21 members of childcare staff, 17 of whom hold appropriate early years qualifications ranging from level 2 to level 6, including two with qualified teacher status. The nursery operates all year around. It opens each Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum is organised.
- The inspector carried out a number of joint observations with the manager to evaluate the impact of teaching on children's learning. The inspector observed the quality of teaching to assess the impact of this on children's learning.
- Parents spoke to the inspector and gave their views of the nursery. The inspector also took account of written reviews from parents, provided by the nursery manager.
- The inspector looked at relevant documentation and evidence of staff suitability.
- The inspector held meetings with the management team and the SENDCo. She held discussions with staff and children at appropriate times throughout the inspection.

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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