

# Inspection of Ashbourne Day Nurseries at Hodge Hill

Bromford Road, Birmingham B36 8EY

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Inspection date: 26 June 2023

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

### **The provision is good**

Children are warmly welcomed into this nursery by staff who know them well and who provide them with a caring and secure environment. As a result, children form close relationships and settle quickly. Children engage in a range of meaningful activities, which are specifically planned to meet their individual learning needs and interests and make learning fun. Staff quickly recognise when children need additional support. Consequently, all children make good progress from their individual starting points.

Children concentrate at their chosen activity. Babies spend time standing at the water tray. They laugh as they splash the water and pour it between containers. Staff understand that as well as being fun, the activity also helps to support those children who are developing large muscles in readiness to walk. Older children benefit from outdoor play in the fresh air. Staff provide resources to encourage children to move in a variety of ways. Children balance on beams, ride bicycles, climb steps, and crawl across the grass with a magnifying glass looking for bugs. Children learn to behave well. Staff help them to regulate their feelings and learn to take turns and wait. Children play nicely with their friends. They confidently negotiate tricky situations as they work together to solve problems, such as how to manoeuvre around each other while balancing on a crate.

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

- The management team have worked tirelessly to implement significant changes since the previous inspection. The manager is inspirational. She has a clear vision for the nursery and is focused on making further changes. She continually strives to ensure children receive high-quality care and learning and successfully takes staff and parents on the improvement journey with her.
- The manager has a superb overview of the curriculum and knows what she expects children to be learning at each stage of their development. The newly implemented 'in the moment' planning has significantly improved the outcomes for children. It is totally geared to children's individual needs, learning styles and interests. All staff have embraced the changes and talk knowledgeably about how they support children to learn. Staff know all the children well, not just their key children. They know the next steps that children are working towards and what they can do to help them continue to make progress.
- The manager is mindful of staff's well-being. She has created an area where staff have a comfortable place to relax during their breaks. Positive comments are displayed to raise feelings of self-esteem and self-worth. In-depth supervision and induction have been implemented. In addition, staff attend copious amounts of training to further their professional development.
- Children's differences are respected, and children learn about cultures and

customs that are different to their own. Staff teach children about different festivals. They talk about Eid and introduce children to henna patterns. Children make prayer mats and tell each other what they call them at home, such as pray mats or namaz mats. When children who speak Arabic ask to write the Arabic alphabet, staff introduce this for all children and teach them that letters are written differently in other languages.

- All children are valued, and inclusion is a real strength of this nursery. Children with special educational needs and/or disabilities receive superb support. Staff who are inclusion leads are knowledgeable about children's individual needs. They work with outside professionals to ensure children receive the support that they need. Additional funding is used purposefully to provide resources that benefit children and enrich their learning experiences.
- Children learn about being healthy. Staff skilfully interweave favourite stories into activities to teach children about the importance of exercise and the effect it has on their bodies. Children check their heart rate and see if it changes when they wave their arms as they pretend to be the wind or 'stumble trip' through a forest when they hunt for a bear. However, sometimes the organisation of activities does not enable all children to fully participate to gain the very best from the learning experience.
- Relationships have been formed with some schools children will move on to. Information is shared with them, and teachers visit children in the nursery environment. However, strong links have not yet been forged with the on-site school to help secure consistency in all children's care and learning.
- Parents speak positively about the nursery. They like the amount of information they receive and say that staff provide ideas to help them to extend their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an extremely good knowledge of safeguarding. They regularly attend training to ensure they know the different types and signs of abuse. They understand the procedures to follow and who to contact if they have a concern about a child or the conduct of a member of staff. The premises are safe and secure. Children learn to take controlled risks as they play.

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

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

- build relationships with all schools children will move on to, so that all children benefit from a consistent approach in their learning
- review the organisation of activities, so that all children can fully participate and make the most of the learning opportunities.

## Setting details

<b>Unique reference number</b>	2703200
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10281469
<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>	1 to 4
<b>Total number of places</b>	150
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Ashbourne Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901058
<b>Telephone number</b>	0121 783 6899
<b>Date of previous inspection</b>	27 January 2023

## Information about this early years setting

Ashbourne Day Nurseries at Hodge Hill registered in 2023, and is in Birmingham. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one who holds level 5 and one who holds level 6. The nursery operates all year round. Sessions are available Monday to Friday, from 8am until 6pm. The nursery offers funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- The inspector discussed any continued 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their 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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