

Inspection of Ashbourne Day Nurseries at Adderbury

The Hub, Twyford Mill, Oxford Road, Adderbury, BANBURY, Oxfordshire OX17 3SX

Inspection date: 29 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well in this welcoming nursery. They form strong bonds with staff and arrive eager to find friends and join in their play. The staff have high expectations for every child. They use their knowledge of children to plan an engaging learning environment. For example, staff talk to the pre-school 'children's council' about developing their garden space. Children come together with staff to design and write down what they would like to have in the garden. They make suggestions of plants and flowers so that they can watch them grow.

Staff plan activities based on what children already know and can do. They observe children's current interests and use this to inform their planning and use assessment to identify what children's next steps are. Children are curious and eager to learn. They show positive attitudes to learning. Staff set out clear expectations and are good role models. This helps children learn to be polite and they are responsive to instruction or requests from staff.

Children learn good hygiene practices and know the routines of the day well. Staff involve children in daily tasks and this supports children in developing some independence skills. Children prepare for lunchtime, washing and drying their hands before they eat. They learn to manage cutlery as they serve themselves lunch and help others.

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

- The manager reflects on the quality of practice through regular observations and supervision. She identifies areas of strength and development. For example, she provides coaching and support to build on staff skills. However, some newer staff have not fully benefited from this coaching. This reflects in how they deliver learning and development experiences for children.
- Children develop an interest in reading. They choose favourite stories for the staff to read to them. Children enjoy looking at and talking about what is happening in the pictures. They show excitement at turning the page to see what happens next. For example, staff read with enthusiasm. This engages children as they listen and wait for what comes next. They laugh and smile as they turn the page.
- Partnership with parents is good. Parents comment that their children are making good progress at the nursery. Children feel safe and secure because of the strong bonds they have with their key person. Staff welcome families and share daily feedback of what children have been learning. They talk to parents about how they can encourage further learning at home.
- Children show positive attitudes towards their learning and behave well. Children engage and focus on chosen activities. They work together to share their ideas

and toys. For example, children work together to climb up the hill in the garden. They hold hands to help their friends to balance. They take it in turns to go down the slide.

- Staff engage with the children and start conversations. Children enjoy talking about their families. Staff ask questions to challenge children's thinking. For example, staff ask about children's new siblings and what babies need when they are first born. Children discuss that babies need nappies and only milk to drink. However, staff working with younger children are sometimes preoccupied with routine tasks and, on occasion, do not respond swiftly when babies try to engage with them. This does not fully support children's language and communication at these times.
- Staff observe and assess children as they play. They adapt their teaching and interject in children's play at appropriate times. For example, they plan activities of interest on tables to help children learn to stand up.
- The manager has positive relationships with the local schools children will attend. She shares information about the children's progress and next steps. She finds out about what children can expect when they start school. She shares this information with the staff and children. This helps to prepare them for what to expect when they transition to school. Children enjoy having school uniforms to try on and play in at nursery. This creates some familiarity for the children and helps them know what school they will go to.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand their role and responsibility to protect and safeguard children. They know the procedures to follow if they have concerns that a child might be at risk of harm. Staff demonstrate their understanding of the signs and indicators of abuse. They know how and who to report their concerns to. Safer recruitment processes are in place. This ensures all those working with children are suitable. The manager reviews staff suitability during regular supervision. All staff know the procedure to follow if they receive an allegation against a member of staff. Daily risk assessments ensure the resources and premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen coaching and support for new staff to help them quickly deliver quality teaching and learning experiences
- support staff to develop a more consistent approach to building on the communication and language skills of the youngest children.

Setting details

Unique reference number	2721071
Local authority	Oxfordshire
Inspection number	10312494
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	1 to 4
Total number of places	57
Number of children on roll	57
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01295 810116
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Adderbury registered in 2023 and operates Monday to Friday 8am to 6pm. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above, including the manager who has qualified teacher status.

Information about this inspection

Inspector

Lisa Robinson

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The manager and the inspector carried out a joint observation.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023