

Inspection of Ashbourne Day Nurseries at Hoddesdon

Life Church, Rye Road, Hoddesdon EN11 0JB

Inspection date: 22 January 2024

| | |
|------------------------------|-------------|
| 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 come in happily to the nursery. They separate well from their parents and are eager to start their day of play and exploration. Children settle quickly and have close bonds with staff, remembering their names and chattering about recent events. Staff encourage parents to come into the nursery, offering time to talk and further building staff's understanding of the needs of children and their families. Staff reflect the nursery's ethos of encouraging children to be resilient, curious learners. Children respond to this positive environment, confidently exploring new resources and activities.

Staff value each child and ensure their views are respected. Children help review the nursery's 'golden rules'. They remember these as they play, responding to staff's consistent, high expectations. For instance, children are learning to settle minor disputes and organise turn taking. Staff involve children in planning the nursery's menus. Children talk about a healthy, balanced diet, helping them to gain a good understanding of healthy lifestyles. Thoughtful daily practices support children's growing independence. Children of all ages use the 'self-help' station in their rooms, for example putting on their own slippers and wiping their noses. Good staff support aids children in understanding safety, such as how to use scissors and other tools safely.

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

- The manager is committed to the nursery's continuous development. She shares her enthusiasm with staff and acts as a good role model. Staff receive practical supervision, enabling them to identify training needs and develop their practice. Staff state that they feel valued and supported.
- Staff understand the purpose and content of the nursery's curriculum. They use it as a practical daily guide to aid them in building logically on what children are learning. Staff link activities to children's interests, helping to capture their attention and aiding them in making good progress. Robust monitoring means that any weaker areas of learning are quickly identified and addressed.
- Staff support children in building an enjoyment of books. Children of all ages freely access books. They enjoy taking book packs home to share with parents. They use the props to act out the stories, sharing their experience with staff and children when they return to nursery. Staff repeat books and rhymes, enabling children to establish favourites and become familiar with new vocabulary.
- Staff appreciate the importance of supporting children in developing their language and communication skills. They model good language and often provide a running commentary on children's play. They check that children understand new words and give them time to use these. For example, younger children playing with coloured dough listen as a staff member describes the

colours. They repeat this later as they exclaim 'blue and green dough'.

- Staff observe children and use their interests to help promote their development. For example, older children showing an interest in numbers look at clocks. They talk about what time means and examine digital and analogue clocks.
- Children gain a practical awareness of diversity. For instance, they take home the nursery's 'special bear' and share photographs and discussions about their adventures with the bear. This aids children in noticing differences, such as in family compositions and traditions.
- Staff quickly identify any areas where children require further support. They work well with parents and external professionals, making sure that children receive timely, pertinent support. This helps to ensure that children with special educational needs and/or disabilities and those who speak English as an additional language make good progress while at the nursery.
- Parents speak highly of the nursery and highlight the progress their children have made, particularly noting their speech and social skills. Parents praise the 'positive, attentive' staff. They feel that communication is good, enabling them to understand what their children have been learning and build on this.
- Staff, generally, encourage children to build on their spontaneous play. For example, when children use a hole punch, staff encourage them to count the number of holes and examine the symmetrical pattern. However, staff do not consistently make the best of these opportunities and do not extend children's learning as much as possible.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 build on the opportunities to consistently extend children's learning and fully promote their development.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 2693385 |
| Local authority | Hertfordshire |
| Inspection number | 10326633 |
| 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 | 0 to 4 |
| Total number of places | 53 |
| Number of children on roll | 38 |
| Name of registered person | Ashbourne Day Nurseries Limited |
| Registered person unique reference number | RP901058 |
| Telephone number | 01992 804688 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Ashbourne Day Nurseries at Hoddesdon registered in 2022. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager, the deputy manager and a regional manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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 2024