

Inspection of Ashbridge At Maxy Farm

Maxy House, Sandy Lane, Cottam, Preston, Lancashire PR4 0LE

Inspection date: 14 June 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 Good

What is it like to attend this early years setting?

The provision is good

The nursery creates an exciting and meaningful range of learning experiences for children. It gives ample thought to the key information that they want children to learn. For example, staff teach children important knowledge about growing fruits and vegetables, such as redcurrants, cabbages and artichokes. Children learn about the science of growing from their gardening activities. They also learn valuable life skills such as patience. Children learn to act safely and responsibly. When being a 'garden detective', they learn to check the outdoor area for potential risks before they play outdoors.

The nursery ensures that staff know children's needs and interests well. Children with special educational needs and/or disabilities receive timely, individual support so they progress well in their learning and experience success. Staff's gentle encouragement and playfulness supports children's self-confidence and happiness. Children love learning because staff think carefully about how to spark children's curiosity and interest. Older children concentrate well on their activities. Staff respond calmly and sympathetically to children's strong, natural emotions. Children are beginning to learn how to resolve conflicts calmly. They behave sensibly and are kind to their friends.

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

- The nursery has developed a highly ambitious curriculum for children. It prioritises children's well-being, relationships and language skills. The nursery does this, for example, through the carefully planned introduction of new words using stories, songs and conversation. Children become confident learners, ready for the next stage of their education.
- The nursery provides effective support, guidance and training to help staff to understand the nursery's very well-planned curriculum. However, the large staff team are at different stages of their professional development and they have varying levels of understanding of how children learn. This means that some staff deliver the curriculum much more expertly than others.
- The nursery's curriculum supports many aspects of children's language and literacy development extremely well. Staff read, sing, play and talk with children often. Children develop a knowledge of new words and a very keen interest in stories and books. However, at times, some staff do not consider the length of time that children are able to listen and concentrate. At these times, children become unsettled and they lose focus and attention in their learning.
- The curriculum for expressive arts and design is exceptionally well thought out. Staff provide intriguing and irresistible learning opportunities that entice children and engage them in learning important knowledge. For instance, they teach children about how artists, such as Vincent Van Gogh, used paint and brushes to

make their paintings. Children learn to paint with increasing complexity and detail when representing their own creative ideas.

- Staff are highly skilled at promoting children's physical development, from babies through to the preschool room. Staff provide ample opportunities for children to practise using their large and small muscles. Children thoroughly enjoy using the nursery's vast outdoor space to run, climb and slide. Staff competently teach children specific physical skills, such as to control a ball with their feet, when learning about football. Children show well-developed coordination and core strength.
- Staff have high expectations of children's behaviour. They use the nursery's 'traffic light' system to enable children to understand when some behaviours are not wanted. Staff teach children positive behaviours. Children ably recall the nursery's rules of how to behave. They follow these expectations confidently.
- Staff's support for children's personal development is a strength of the nursery. Staff focus clearly on developing close bonds with babies and children. Older children are taught words to describe their emotions by able staff. Staff expertly plan and support children's move to the next room and onwards to school. Consequently, children become self-assured and able to make relationships with key staff and their friends.
- Partnerships with parents are respectful and friendly. The nursery provides excellent opportunities for parents to be updated about their children's care and education. It supports parents with important information, such as through the nursery's 'parent hub'. Parents gain help and guidance about important issues, such as weaning and promoting positive behaviour. Parents feel actively involved in their children's learning.

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 implement the nursery's intended curriculum consistently well.

Setting details

Unique reference number	EY550926
Local authority	Lancashire
Inspection number	10350429
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	300
Number of children on roll	422
Name of registered person	Ashbridge School and Nursery Ltd
Registered person unique reference number	RP521722
Telephone number	01772 733312
Date of previous inspection	23 November 2018

Information about this early years setting

Ashbridge at Maxy Farm registered in 2017 and is operated by Ashbridge School and Nursery Ltd. The nursery employs 74 members of childcare staff. Of these, 13 hold a qualification at level 6, 26 staff hold qualifications at level 3, 11 staff hold qualification at level 2. The nursery opens from Monday to Friday all year round from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Andrea Vaughan
Olivia Barnes
Angela Rowley

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The manager and other leaders joined the inspectors on a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Two inspectors spoke with the nominated individual and other leaders about the leadership and management of the setting.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out several joint observations of activities with the manager and other leaders.
- An inspector spoke remotely to several parents during the inspection, reviewed written testimonials and took account of their views.
- The special educational needs coordinator spoke with the lead inspector about how they support children with special educational needs and/or disabilities.
- The leader for safeguarding spoke with an inspector about how they ensure children are protected from harm.
- The lead inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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