

Inspection of Ashbourne Day Nurseries at Little Lever

7 Fletcher Street, Little Lever, Bolton BL3 1HW

Inspection date: 14 August 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's emotional development is very well supported. Staff offer warm and responsive care that helps children to gain confidence and resilience. The secure attachments staff build with children help them to blossom. Children and babies enjoy exploring the nursery, spending time with staff and other children. Lively activities provided by the staff promote children's happiness and well-being. For instance, children take great pleasure in joining in with dancing sessions as they develop their creativity and master control of their bodies.

Staff understand each child's unique and differing starting points. They carefully organise opportunities for children to develop the knowledge and skills they need for their futures in a fun way. Staff understand the setting's curriculum and ensure that all children develop the expected social and communication skills for their ages and stages. The consistent nursery routines further help children to consolidate their early learning.

Staff promote positive attitudes to learning by explaining carefully to children what they expect. For instance, staff teach children how to share and take turns. Consequently, children learn how to interact with one another respectfully. Staff also support children to learn how to manage their feelings appropriately. Children are well prepared for their onward education.

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

- The leadership and management of the setting are good. The provider has established a consistent staff team. This means that children and their parents benefit from dependable relationships with familiar staff. The provider has prioritised the development of a safe and secure environment for children to play and learn in. The leadership team has an accurate view of the quality of care and education. Self-evaluation has identified clear plans for future development to improve the professional development for staff even further.
- The provider supports staff to undertake mandatory training that helps them to fulfil their job roles. Staff receive an induction to ensure they understand the setting's policies and procedures. Supervision meetings are used to monitor and contribute to staff well-being. However, professional development is not focused precisely on improving the implementation of the high-quality curriculum. For example, some staff do not recognise that children can be different types of learners. This means that staff are not always aware of the best strategies to use, to fully extend children's knowledge and understanding.
- The well-planned curriculum helps children to get off to a good start. Staff focus carefully on promoting children's language skills. High-quality stories are read frequently. Staff capture children's interests in books and help them to learn new

words and ideas as they talk about pictures they see. Children show their love of books as they explore them independently during quiet moments. Staff are skilled in creating a language-rich environment. They comment on what children are interested in and add vocabulary. This helps to build children's language effectively.

- Staff understand the importance of supporting children to become independent learners. They maintain an environment and routine that allows children the opportunity to undertake tasks that promote their self-care skills. For instance, children learn to put on their own clothing and collect their own equipment for mealtimes. Furthermore, staff provide open-ended play activities such as exploring water. This supports children to make independent choices about how to play and learn.
- Staff prioritise teaching children to develop personal and social skills that help them to develop constructive and respectful relationships. Staff model positive behaviour and highlight the desired behaviours. For instance, staff explain to children why they need to take turns and wait politely for others. This means children learn what is expected of them. Children begin to think about their own feelings and those of others.
- The setting works in partnership with parents. Staff share information about children's progress using a daily handover and providing summaries about each child's development. Staff also provide parents with ideas of activities they can try at home to extend their children's learning. They work with external agencies to support children who have special educational needs and/or disabilities to access early help.

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 develop detailed knowledge about how young children learn, to enable all children to benefit fully from the activities and opportunities provided.

Setting details

Unique reference number	2783419
Local authority	Bolton
Inspection number	10359606
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 3
Total number of places	45
Number of children on roll	25
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	0800 699 0044
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Little Lever registered in 2024. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

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 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.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a communication and language activity.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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