

# Inspection of Ashfield Plaza Day Nursery

Ashfield School, Sutton Road, Kirkby-in-Ashfield, NOTTINGHAM NG17 8HP

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Inspection date: 16 August 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create an environment which supports children's interest in the world around them. Toddlers use real food items that staff have placed throughout the home corner. They spread butter on bread, make drinks in teacups, and mix ice cream with herbs. Pre-school children draw colourful maps of where they live. Staff extend this, suggesting children re-create their maps to push their toy cars on. Children gather resources, sharing out scissors, masking tape and pens. Staff encourage children to decide if the road needs to go left or right, and to determine how long the road should be. Staff use vocabulary, such as diagonal and triangle, as they point out the shapes the new road is making on the floor. This helps children develop early mathematical skills. Children busy themselves placing toy houses next to their road to make a town. They have a positive attitude to learning.

Staff are positive role models and have high expectations of children's behaviour. When children receive praise from staff for being kind and helpful, they excitedly move their pictures up a level on the 'behaviour space rocket'. Children proudly show staff and their friends they have reached the top of the rocket. This provides a visual reminder and promotes positive behaviour.

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

- Leaders are reflective and strive to improve the activities and experiences on offer for the children in their care. For example, they are currently developing a sensory room to provide a quiet, calming area for all children to access. Leaders ensure staff undertake professional development opportunities to enhance their knowledge and practice further. Staff say they enjoy working at the setting and that leaders are supportive.
- Staff provide activities to help children develop their independence. Babies are offered different fruits, enabling them to make simple choices for snack time. Toddlers are encouraged to self-register when they arrive at nursery, they use serving spoons to serve themselves lunch and staff help them to pour drinks. Pre-school children access the toilet themselves, wash their hands and help staff to tidy away resources. This helps children to do as much as possible for themselves.
- Children have opportunities to develop their muscle strength and coordination skills. For example, younger babies confidently crawl, pulling themselves up to standing using play equipment, as staff safely supervise them. Toddlers push dolls in pushchairs up the grassy bank, and they bend and stretch as they search for leaves and sticks to put in their bags. Pre-school children push themselves along on scooters, safely navigating the large outdoor play equipment.
- Staff plan a variety of opportunities for children to develop their small-muscle

skills. These activities help children practise the skills needed for early writing. For example, older babies enjoy water play where they squeeze fruit teabags into the water and scoop up the mixture in teacups. Younger babies use their fingers to search in trays of hay and wood shavings for toy farm animals that staff have hidden. Pre-school children use construction bricks to make houses with stairs. Others work with staff to connect bricks together to make alternating colour patterns.

- Staff understand the importance of promoting children's good health and ensure all children have access to daily fresh air and exercise. They provide healthy snacks, balanced meals and fresh drinking water. In addition, staff remind children to wear sun hats when outside to keep safe in the hot weather.
- Parents describe staff as supportive, empathetic and caring. They say staff have supported their children to develop good table manners, language skills and they have helped their child progress with potty training. Parents say they appreciate the range of varied opportunities that staff provide for their children.
- Staff create a well-considered learning environment within the nursery. Children benefit from a balance of adult-led activities and child-initiated play indoors. However, staff do not always plan and provide the same level of rich learning experiences outdoors. This means, at times, some children do not fully engage in outdoor play.

## **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:**

- build on how staff plan the outdoor provision to ensure that it consistently meets the individual needs of all children.

## Setting details

<b>Unique reference number</b>	2745757
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10360358
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	The Two Counties Trust
<b>Registered person unique reference number</b>	2745755
<b>Telephone number</b>	01623455003
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ashfield Plaza Day Nursery is based in Kirkby-in-Ashfield, Nottinghamshire. It registered in 2023. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and the period between Christmas and New Year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan Hyatt

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a small group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The 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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