

Inspection of Ashbourne Day Nursery Bootle

418 Stanley Road, Bootle L20 5AE

Inspection date: 14 November 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

Managers have a deep understanding of the families who attend the nursery and their differing needs. They are positive role models, who prioritise children's emotional well-being. Managers place a great emphasis on providing nurturing spaces and secure attachments for children. Staff have a fluid approach to the day so that they can focus on children's needs first. As a result, children feel happy, safe and ready to learn. The learning environments reflect managers' priorities. For example, the baby room feels calm, with soft lighting and comfy chairs where staff spend time cuddling children and developing close bonds.

The curriculum is ambitious. Staff make adaptations to personalise learning for children, including the most able children. For example, they share more complex stories with individual children to extend their comprehension and listening skills. This helps to prepare children well for early reading in the next stage of their education.

Staff support children to actively develop their strength, balance and coordination as they navigate a soft-play trail and steps. Staff are close by to praise and encourage them. Children behave well. For example, older children show high levels of involvement in their play with natural materials. They develop strong hand and finger muscles as they chop fruit and vegetables. Children enjoy role play with a tea set as they squeeze lemons and taste the juice. They stay engaged in these activities for long periods, despite their young age.

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

- Managers are passionate about supporting children to love books and become readers. They believe that this will help children to learn language. Children enjoy story times, and staff are skilled at sharing books. Staff encourage children to recall new vocabulary and complete rhyming words. As a result, children make good progress in their language and literacy skills.
- Staff know children very well. They use tools and their knowledge of child development to assess children's skills and to identify concerns early. Staff are quick to refer to the appropriate agencies. For example, they work closely with occupational therapy teams to provide the right support for children with special educational needs and/or disabilities (SEND). As a result, children get the early help they need to access all activities and close any gaps in their learning.
- Managers use additional funding to create exciting new learning spaces in the nursery, such as a library, a soft-play area and a sensory room. These spaces are flexible, and staff use them to provide extended learning opportunities for all children, particularly children with SEND. Children work specifically on their emerging skills with intensive support from staff. As a result, they make good

progress towards their targets.

- Staff provide a range of strategies to support children's communication skills. For example, they display visual symbols in rooms to prepare children for transitions between activities. Some staff carry visuals on their lanyards, and children learn some sign language at group times. However, these strategies are not embedded or used consistently by staff. As a result, some transitions are less effective, and children do not respond positively to requests to tidy up or prepare for lunch. Some individual children, including those with specific communication difficulties, are not sure what is happening next.
- Children's personal development is well supported. Staff encourage children's independence in toileting, handwashing and feeding. The curriculum includes learning about the achievements of famous people from history and across different cultures. Children see positive images that represent themselves. This helps to promote equality and diversity and provides inspiration for children to achieve their own ambitions.
- Parents value the diverse staff team, who speak several languages fluently. Managers try their best to ensure that parents get the information they need. For example, they translate nursery information and updates, and parents can have conversations about their children's progress and next steps in their home languages. This helps to build trust and understanding. As a result, parents work well with staff to support their child's development.
- The nursery has strong links with other professionals in the local area to support disadvantaged children. Managers collaborate closely with partner agencies. For example, their contributions help to maintain continued support for families. This helps children to achieve good outcomes and promotes their well-being.
- Staff take children on regular outings to the local community. They visit the library, the shopping centre and a community garden. Staff use these experiences to help children to learn about the world around them and nature. As a result, children grow in confidence and develop new knowledge beyond the nursery.

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:

- embed the current strategies into practice and use them consistently to help all children to develop their communication skills and participate fully in the daily routines.

Setting details

Unique reference number	2783424
Local authority	Sefton
Inspection number	10370130
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	53
Number of children on roll	66
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 Nursery Bootle registered in 2024 and is located in Sefton. The nursery employs 10 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above. The nursery opens all year round, from 8am to 6pm, Monday to Friday. It provides government funded childcare.

Information about this inspection

Inspector

Rachel McHugh

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- 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 on children's learning.
- Parents shared their views of the setting with the inspector.

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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