

Inspection of Ashbourne Day Nurseries at Houghton Regis

Collie Place, Houghton Regis LU5 6TW

Inspection date: 8 January 2025

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 settle quickly into the nursery and form meaningful bonds with their key person and the wider staff team. They happily turn to staff for comfort and support and staff respond warmly. The staff team know the children they care for well and communicate about each child's needs with one another successfully. This helps all staff to support children effectively.

Staff promote positive behaviour and children are aware of what staff expect of them. Staff act as strong role models and encourage children to participate in activities together. Children learn to follow positive hygiene routines and complete these independently. Staff remind them of why it is important that they follow this routine and this helps children to understand why the rules are in place.

Staff recognise the importance of progressively building on children's skills. Babies are encouraged to use small forks and spoons to begin to feed themselves at mealtimes. By the time children are in pre-school, they can confidently serve themselves from larger bowls. Staff supervise children well as they eat, speaking to them about their experiences of meals at home, promoting relevant discussion and helping children to value mealtimes together.

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

- Leaders have good oversight at the nursery. They are able to accurately identify areas for improvement and have worked hard since the nursery opened to embed their vision and ethos. Staff feel well supported in their roles and well-being is a real focus for leaders, who value the staff team. For instance, staff have access to 'tea and talk' sessions, where they can discuss anything that may affect their work. Staff participate in a range of training and they recognise the benefit this has to their practice.
- Staff provide learning opportunities that focus on children's individual next steps and stages of development. The curriculum is planned and sequenced well to build on children's existing skills. Key persons track children's progress and this information is shared with the wider staff team. This helps staff to differentiate their interactions with children so that all children successfully gain new knowledge relevant to them.
- Overall, parents are very pleased with the care their children receive and the progress they are making. They comment on the strong support they receive in relation to challenging milestones, such as toilet training and helping their children to move away from using dummies. They recognise the benefits that consistent routines and expectations between the nursery and home have on their children's development.
- Babies enjoy familiar songs and rhymes. They listen intently as staff read them

stories and sing the associated rhymes. They clap their hands and move their bodies, following the instructions staff sing and read to them. Staff praise them as they do this, and this helps to keep them motivated to continue to join in.

- Language and communication is highly valued at the nursery. Staff encourage babies to babble back to them as they begin to learn how to hold conversations. Children with special educational needs and/or disabilities learn to communicate effectively with staff, using visual cues. Staff follow children's leads, building on their understanding of what they are doing. Pre-school children confidently share their knowledge with staff and staff skilfully link this to children's other learning. For instance, staff speak about the story they recently read and invite children to recall what happens in the story. Children respond by confidently re-telling the familiar parts of the story to staff.
- On the whole, staff engage children in their learning well. For instance, they create games for children to play, where they can run around and develop their larger muscles. However, the pre-school outdoor learning environment is in the early stages of development and opportunities for children to learn and engage are not as successfully organised or arranged yet. This leads to children's learning sometimes being interrupted by others and levels of concentration are not as high as they are indoors.

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:

- continue to develop the outdoor learning environment, particularly for pre-school children, to help staff deliver a highly effective and well organised curriculum and strengthen children's engagement and learning outdoors.

Setting details

Unique reference number	2736105
Local authority	Central Bedfordshire
Inspection number	10379473
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	104
Number of children on roll	142
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01908 644399
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Houghton Regis registered in 2023. The nursery employs 34 members of childcare staff. Of these, 24 hold appropriate childcare qualifications at level 2 or above. The nursery operates Monday to Friday from 8am until 6pm all year round, except for bank holidays and one week at Christmas. The nursery offers funding for eligible children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The manager and inspector carried out a joint observation and discussed the impact of staff's interactions with children on their learning and development.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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 2025