

Inspection of Ashbourne Day Nursery at Birmingham Central Nursery

1 Woodcock Street (entrance on Coleshill Street), BIRMINGHAM B7 4BL

Inspection date: 17 June 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised due to breaches of the 'Statutory framework for the early years foundation stage' (EYFS). Leaders are not fully conversant with the setting's safeguarding policies and procedures. This means that they are unable to implement them effectively within the setting. Steps have not been taken to ensure that safeguarding concerns are reported to the relevant agencies, including the local designated safeguarding lead and the Disclosure and Barring Service (DBS) in order to safeguard children. Leaders do not have a secure knowledge of the requirements of the EYFS, with particular regard to the training requirements for staff caring for babies. These things place children at risk.

That said, staff take time getting to know children and their families. They gather key information about each child from their parents. Staff use this to ensure that children's individual care, dietary and personal needs are met throughout the day. An effective key-person system is embedded into practice, and children and staff form close attachments. A new curriculum is currently being embedded that minimises paperwork and encourages more time for the children. Staff plan activities that support children's development. Story time is a key time for babies, who eagerly join in naming animals and copying the sounds they make. They also look at books independently. Older children enjoy role play and re-enact familiar experiences. They create play food in the pretend kitchen and feed it to their friends who have taken on the role of 'crying babies'.

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

- Leaders do not demonstrate a secure knowledge and understanding of their role and responsibility to safeguard children, nor are they fully aware of the requirements of the EYFS in relation to safeguarding. Leaders have failed to notify Ofsted of a significant event, likely to affect an individual's suitability to work with children. This is a breach of requirements and an offence. Furthermore, they did not share concerns with the relevant safeguarding agencies.
- Leaders take appropriate action when concerns are raised about staff practice. However, due to their lack of understanding, they fail to complete all the required processes. A referral to the DBS is not made when staff are dismissed. This is a significant breach of requirements and does not fully assure all children's safety. Despite these weaknesses, staff understand the signs that may indicate that a child is at risk of harm and neglect and who to raise their concerns with.
- Leaders do not ensure that measures are in place to guarantee that staff caring for the youngest children undertake required training that specifically addresses the care of babies. While leaders recognise that staff may have previous

experience of working with babies, they do not ensure that training outlined in the EYFS has been completed. This impacts on the safety of the children, and the quality of teaching is not as good as it could be, due to the lack of training.

- While there are serious failings, children's attitude to learning is positive. Children behave well. Staff give gentle reminders to children about the importance of taking turns and sharing toys. Children receive lots of positive reinforcement, and staff recognise their good behaviour.
- The outdoor space for older children is stimulating and challenging. Children have lots of opportunities to run, jump and climb. They develop confidence as they jump off apparatus safely and learn that they need to bend their knees as they land. Older children independently collect water in jugs from an outside tap and use small tools to dig and mix water and soil together. Babies spend time outside in the fresh air as well as enjoying opportunities to climb, crawl and develop their physical skills inside. Staff encourage babies to become mobile by pulling themselves to standing using low-level furniture.
- Leaders and staff work in partnership with parents and keep them informed about their child's day. They take steps to ensure that, where needed, children with possible special educational needs and/or disabilities receive additional support and funding.
- Children learn about different countries and cultures. Older children talk about their families and their home country. Children are currently learning about Russia. They look at Matryoshka dolls and learn about how they fit inside each other. Staff use a map in a reference book to raise children's awareness of landmarks and buildings. This helps children to begin to understand the world around them.
- Parents speak positively about the friendly and professional staff who take time to get to know their children and build relationships with them. They like the systems for communication and feel that staff keep them informed about their child's progress.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>ensure that leaders fully understand their role and responsibility to immediately notify their local authority children's social care team in line with local reporting procedures where they have concerns about children's safety or welfare</p>	<p>15/07/2025</p>
<p>ensure referrals are made to the Disclosure and Barring Service if a member of staff is dismissed because they have harmed a child or put a child at risk of harm</p>	<p>15/07/2025</p>
<p>ensure that at least half of all staff caring for children under two years have received training that specifically addresses the care of babies.</p>	<p>29/07/2025</p>

Setting details

Unique reference number	2775162
Local authority	Birmingham
Inspection number	10405227
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	37
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01212044677
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nursery at Birmingham Central Nursery registered in 2024. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 3 to level 6. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides government-funded early education places.

Information about this inspection

Inspectors

Tracey Boland
Sharon Wilcox

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between staff and children.
- The inspectors carried out joint observations with the manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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