

Inspection of Ashbourne Day Nurseries Hipswell

The Old School, Hipswell, Catterick Garrison DL9 4BB

Inspection date: 14 August 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

Staff and parents work extremely well together to ensure that children's individual needs are met in the nursery. Settling-in arrangements are flexible and flow with children's needs. Children have plenty of time and opportunities to develop trust in staff and a sense of security. They show how happy, safe and confident they are in the nursery. For example, a two-year-old child greets the inspector with a handshake and tells her, 'I like your shoes.'

The bespoke and progressive curriculum identifies clear aspirations for children at each stage in their early education. Staff clearly understand the aims for children's learning. They observe children to check their progress against their high expectations, then use their findings to plan ways to build further on children's knowledge and skills. Their knowledge of ways to support children's learning is, overall, strong. Activities are planned very carefully and are adapted to meet the diverse needs of children taking part. This helps to ensure that all children make good progress.

Staff model kindness and respect. Young children learn about the importance of listening to others, sharing and taking turns. Older children show consideration and are extremely polite. For example, they ask a friend, 'Could I have some more sprinkles please?' while pretending to make chocolate drinks in the water tray.

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

- Staff have clear learning intentions for all activities. For example, they help children to develop their hand muscles and grip while playing with dough, in preparation for learning to write. They teach children about numbers and measure when building with bricks. Children are consistently involved in enjoyable experiences that help them to learn and remember more. They are eager, happy learners who make consistently good progress.
- Children's interests and home experiences feature in the curriculum. They share photos, such as of their grandparent's farm and their pets. Staff nurture the sparks of interest that children show in one another's lives and help them to learn more. When children change the direction of an activity, staff give them time to develop their own ideas. For example, children paint on their bodies rather than the paper provided. This encourages their motivation to learn.
- Overall, children's behaviour is very positive. They follow 'golden rules', such as using 'kind hands', and they enjoy the responsibility of being 'helper of the day'. Occasionally, however, staff ask questions rather than giving clear instructions, which causes confusion and unrest, particularly at times of change. Toddlers resist coming indoors after outdoor play, and older children want to continue playing rather than prepare for lunch.

- This is a highly inclusive nursery. Children with special educational needs and/or disabilities are seamlessly included in all activities. For example, the whole group enjoys exercise sessions tailored to the physical skills that some children need to develop. Staff learn words in children's home languages to promote belonging. Parents visit the nursery to cook traditional meals from their cultures. Children learn to value their own uniqueness and to understand others' needs and experiences.
- There is a good focus on keeping children safe and healthy. Staff encourage children to eat a varied diet, for example, by involving them in cooking activities. Children brush their teeth and wash their hands at key times in the day. They have daily opportunities for fresh air and exercise, and staff provide extra activities, such as yoga, that further support children's good physical well-being.
- Leaders want the very best for the children in their care. Their reflective and proactive approach demonstrates a deep commitment to building on practice. They identify and quickly address areas for improvement. For example, they have plans to provide even better opportunities for babies to explore the outdoor environment. Staff take full account of parents' views, which are overwhelmingly positive. They welcome and act upon their suggestions swiftly.
- Professional development opportunities help staff to refresh their knowledge and bring new ideas to the nursery. However, this is not fully focused on improving outcomes for children. For example, there is a focus in nursery on supporting communication skills. Overall, staff interact well with children. However, leaders have not yet identified gaps in staff's knowledge around how to extend children's vocabulary and thinking skills. This impacts on the support children receive to develop richer language and higher-level thinking, which slows the progress they are capable of making.

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:

- communicate consistent expectations clearly for children's behaviour, particularly during transitions between activities so that children feel secure, understand what is expected and move calmly from one task to the next
- sharpen the focus of professional development on more precise knowledge and skills to further improve the good quality of education.

Setting details

Unique reference number	2783407
Local authority	North Yorkshire
Inspection number	10415305
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 3
Total number of places	54
Number of children on roll	50
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01748 518901
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries Hipswell registered in 2024. It is located in Catterick Garrison. The nursery operates Monday to Friday, all year round, except for bank holidays and one week at Christmas. There are 10 staff who work with children. Of whom, six hold a relevant qualification at level 3 or above and two at level 2. The nursery provides government funded places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- 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 talked to staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation in the toddler room.
- The inspector met with the manager and two members of her support team to discuss leadership and management of the nursery.
- Two parents shared their views 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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