

# Inspection of Ashbourne Day Nursery at Birmingham Central Nursery

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

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Inspection date: 29 September 2025

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children arrive happily at the nursery. They approach staff and engage in conversations with them about their day. Children demonstrate that they feel happy and safe. Children immediately engage in playing with a range of toys and activities, which staff plan for them to enjoy. For example, they interact excitedly with their friends as they push and roll cars and trucks to each other across the floor. Babies who are new to the nursery receive lots of cuddles and reassuring words of comfort from caring and nurturing staff. This helps babies to settle quickly as they feel safe and secure in their care.

Staff develop children's mathematical skills throughout activities. Children enjoy opportunities to practise their counting skills. For example, they independently count the cars and trucks they line up. Staff use songs and stories well to promote children's language. For example, babies smile and clap their hands. They attempt to copy the sounds they hear when singing nursery rhymes. Staff engage in purposeful conversations with older children. They encourage children to share their thoughts and ideas. Staff model and explain new vocabulary as they share stories. For example, children learn that the big boxes loaded from ships onto trains are called 'containers'. This expands children's vocabulary and understanding of the world around them. Children behave well. They respectfully follow the nursery's routines and simple instructions. For example, children line up sensibly before going out to play. This promotes children's positive behaviours.

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

- The new leadership team has made positive changes to the nursery since the last inspection. Leaders are embedding a new curriculum that focuses on building firm foundations for children's learning. Staff use ongoing observation and assessment of children's learning, along with input from parents and carers, to identify starting points for children's learning. They then tailor children's learning to what children at different ages and stages of development need to learn next. This promotes all children's learning.
- Children learn about healthy lifestyles. They benefit from outdoor play and freshly prepared healthy meals and snacks. Staff talk to children about how the fruits and vegetables they eat are good for them and help them to grow. Children learn good handwashing skills and how to use the toilet independently. This promotes children's independence skills and confidence, preparing them well for the next stage of their education.
- Staff plan activities that they know children will enjoy and help them to make progress towards their next steps in learning. For example, babies enjoy tummy time, where they reach out for sensory toys that are thoughtfully positioned by staff. This promotes their physical development, strengthening important

muscles in readiness for sitting and standing. However, staff do not consistently recognise or adjust planned activities to address the needs of all children. For example, younger children become restless and lose focus when discussing the events of shared stories that exceed their level of understanding. This does not fully promote all children's learning.

- Children enjoy their learning. They delight in opportunities to be creative and expressive. For example, when painting, children excitedly learn how mixing blue and yellow paint together makes green. Children demonstrate pride as they share their finished paintings of thunderstorms. Staff consistently recognise and praise children's achievements. This helps to boost children's self-esteem and confidence.
- Older children have plenty of opportunities to play outside, where they benefit from a range of exciting activities and opportunities planned for them to enjoy. For example, they develop physical skills as they navigate their way on bicycles around tracks. However, staff do not consider how to plan the curriculum and learning environment for babies and young children outdoors to offer a variety of engaging play opportunities. This does not fully promote younger children's engagement and enjoyment of outdoor play and learning.
- Staff feel supported by leaders and attend regular supervision sessions. Leaders plan training for staff to develop their skills and knowledge. Staff attend a broad range of courses, including training on babies' development. This raises staff's awareness of how to support the physical needs of babies, promoting their development and well-being.
- Partnerships with parents are good. Parents comment that their children make good progress. They appreciate the regular updates they receive about their children's learning from staff and via an online platform. Parents comment that their children are safe and happy and enjoy their time in 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:**

- support staff to teach and adapt activities in line with children's individual needs and abilities, to fully promote their learning
- develop the curriculum for babies when they are outdoors, to consistently engage them in purposeful and meaningful play and learning.

## Setting details

<b>Unique reference number</b>	2775162
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10414524
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	104
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Ashbourne Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901058
<b>Telephone number</b>	01212044677
<b>Date of previous inspection</b>	17 June 2025

## Information about this early years setting

Ashbourne Day Nursery at Birmingham Central Nursery registered in 2024 and is located in Birmingham. The nursery employs six members of childcare staff. Of these, four staff hold appropriate early years qualifications ranging 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 childcare.

## Information about this inspection

### Inspector

Sue Bradford

## Inspection activities

- Leaders talked to the inspector about their curriculum and what they want children of all ages to learn. They explained to the inspector how they keep the setting safe and secure for children.
- The inspector and manager completed a joint evaluation of the quality of education during an activity.
- The inspector observed teaching throughout the inspection and considered the impact on children's learning.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with managers and leaders and discussed how the nursery is organised.
- The inspector reviewed relevant documentation, including 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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