

Ashbourne Day Nurseries at Millway

Millway Primary School, Millway, NORTHAMPTON NN5 6ES



Inspection date	5 June 2019
Previous inspection date	13 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified manager is committed to making continuous improvements. She and the experienced and qualified staff team work well together. They share the same passion and ambition to provide a high-quality provision, and to achieve the best possible outcomes for children.
- Good use is made of additional funding to help all children achieve their potential. The manager robustly monitors the progress of individual and groups of children. Areas where children may require additional support are quickly identified and strategies put in place so that they receive the help they need.
- Staff work closely with parents and outside agencies involved in children's care and learning. Parents are provided with detailed information to enable them to keep in touch with nursery life. Strong links with other professionals and local schools ensure a collaborative approach to support children's individual needs
- Children of all ages confidently make choices about where they play in this busy free-flow setting. For example, they move freely between rooms indoors and the large outdoor play space. Here they access a broad range of interesting activities and resources. Children develop high levels of independence from a young age and are well prepared for the next stage in learning, including starting school
- Staff have a good understanding of how children learn and develop. They use effective teaching strategies to support their learning. Staff make accurate assessments of children's achievements and use the information well to plan for their future learning. Children make good progress given their starting points
- On occasions, staff do not model the correct use of words well enough to support children to develop excellent communication skills.
- Sometimes, activities are not as well organised to help maximise learning for all children and ensure consistently high levels of challenge.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make better use of all opportunities to help children develop their language and communication skills even further
- evaluate the organisation of activities to ensure consistently high levels of challenge and maximise the learning potential for all children.

Inspection activities

- This inspection was bought forward as part of the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors. The inspector completed a joint observation with the nursery manager. She spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and senior leaders. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took a tour of the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Claire Muddimer

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff-to-child ratios are met and staff are deployed effectively. Staff communicate well with each other. They are vigilant to children's whereabouts as they move freely within the indoor and outdoor play space. Robust procedures are implemented to ensure that staff working with children are suitable to do so. Staff regularly attend training on all aspects of protecting children from harm. All staff are supported well by the manager to continually build on their skills and knowledge. They complete a thorough induction, receive mentoring from other staff members and attend supervision meetings. Staff attend targeted training, for example learning about how they can use a music and dance approach to support older children in developing skills needed for writing. Parents comment positively about the supportive staff and the good progress their children make.

Quality of teaching, learning and assessment is good

Priority is given to enabling children to follow their own interests and ideas. Children show high levels of excitement and energy as they explore the environment, activities and equipment on offer. Staff join in with children and talk and listen carefully to them as they play. They ask relevant questions that encourage children to think critically. As children build towers with plastic blocks, staff support them to count how many blocks they have. Staff provide children with a good range of opportunities to develop their imagination and be creative. Younger children enjoy 'bathing babies' in water. Children dig in soil and stones and use a selection of natural objects to create pictures.

Personal development, behaviour and welfare are good

Children are happy and settled in the nursery. They develop positive relationships with staff and their friends. Older and younger children play alongside each other in mixed age groups. Children behave well. They are supported by staff who offer a clear and consistent approach to help them learn what is expected of them. Children have excellent opportunities to develop their physical skills in the well-resourced outdoor area. They demonstrate a can-do attitude as they learn to cross a balance beam. After initial support from staff, children quickly develop the confidence and skill to do it by themselves. Children develop an understanding of the importance of leading a healthy lifestyle. They follow good hygiene procedures throughout the day and are encouraged to make healthy food choices at lunch and snack time.

Outcomes for children are good

All children, including those in receipt of additional funding and children with special educational needs and/or disabilities, make good progress in their learning. Children develop a range of skills that prepare them well for starting school. They develop their literacy skills well. Older children handle pencils effectively and use them with developing skill and precision. They carefully colour in pictures and begin to write the letters of their name. Younger children use sticks in paint and brushes in flour to make marks and patterns. Older children invite their younger friends to join them as they play. Children develop their confidence to speak to others and learn to cooperate, share and take turns from a young age.

Setting details

Unique reference number	EY359834
Local authority	Northamptonshire
Inspection number	10108289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	100
Number of children on roll	206
Name of registered person	New Duston Pre-School Limited
Registered person unique reference number	RP904299
Date of previous inspection	13 May 2014
Telephone number	01604590316

Ashbourne Day Nurseries at Millway registered in 2007. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

