

# Ashby Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number** EY334781  
**Inspection date** 07/10/2010  
**Inspector** Rosemary Beyer

**Setting address** Ashby Childrens Centre, Collum Lane, Scunthorpe, North  
Lincs, DN16 2SZ

**Telephone number** 01724 742520

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Ashby Neighbourhood Nursery is based in the Ashby clinic in Ashby which is a suburb of Scunthorpe in Lincolnshire. The nursery is self contained and includes an out of school club and a creche. The creche will operate in term times only, when the out of school club is not in operation, for two hour sessions both morning and afternoon. The creche supports parents who are attending classes within the centre. The nursery will operate from 8.00am to 6.00pm during term times and holidays and the out of school will operate for those same times during holiday periods. During term times the club will operate from 8:00am to 8:45am and from school's leaving time until 6.00pm. The nursery has a manager who is appropriately qualified with over 90% of the rest of the staff group holding a qualification. The nursery is owned by the Pre-School learning alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is Good.

The staff have a very good knowledge of each individual child's needs which ensures they promote all aspects of the children's welfare and learning successfully. Children are safe and secure at all times and enjoy learning about their local area and the wider world around them. Partnerships with parents, school and other agencies are a key strength ensuring children's needs are met and they receive any additional support they need. This means they make good progress given their age, ability and starting points. Regular self-evaluation by the manager and staff ensures that any priorities for future development are identified very well and acted upon. This ensures the service is responsive to the needs of all its users.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure the outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose
- enable children to develop independence specifically around mealtimes.

## **The effectiveness of leadership and management of the early years provision**

The staff team works with great enthusiasm to provide a safe and stimulating environment where children feel valued as individuals and through a wide range of activities make good progress in all areas of learning. Due to recent staff changes, relief agency staff are currently in post, and robust systems are in place for the

employment of new workers. The nursery's comprehensive policies and procedures ensure the smooth running of the setting and through supervision, staff are developing a good awareness of their own skills and knowledge. Training records are maintained and there is a clear expectation that staff participate in courses both inhouse or when provided by outside agencies. Recording is in line with requirements and information obtained from parents is used very effectively to support their children.

Ongoing self-evaluation has enabled staff to produce an action plan for future development, including more resources to develop the outside area for vegetables and flowers. This promotes children's knowledge and understanding of the natural world. The carpet, which is badly stained due to wear and tear is being replaced. An action plan has been implemented following the previous inspection to put in place all the recommendations made.

The recent introduction of 'Every child a talker' has enabled staff to promote their own understanding of how children learn to speak and support the children's communication skills, which are developing well. They like stories, sit quietly to listen but also happily participate when asked to do so. Through conversation and discussion they are developing a wide vocabulary and are becoming confident communicators.

The premises are secure and children are safeguarded as staff have a clear understanding of the need to allow access only to authorised persons. They have all undertaken child protection training and have a good understanding of the procedures to follow should they have concerns about children or staff behaviour. Regular safety checks and risk assessments ensure the premises and equipment are safe and suitable. Children's welfare is also promoted effectively with good hygiene practice implemented, a healthy balanced diet provided and daily fresh air and exercise taken outside.

Partnerships with outside agencies and other carers are developing well. The nursery staff have built good relationships with the local schools, which ensures children's records on transition provide sufficient information for teachers to assess their development. Other agencies, such as, speech therapy, portage and Social Services are also included when children have additional needs. The key workers build good relationships to enable them to provide individual care for the children.

All parents are made to feel welcome. Parents spoken to during the inspection all expressed their gratitude and satisfaction with the nursery and the care their children receive. Two comments made were, 'the key workers are so approachable and know all about your child', and 'we really appreciate what these guys have done for our child'.

## **The quality and standards of the early years provision and outcomes for children**

The children and babies are mostly settled and comfortable with the staff, only new children showed signs of upset when parents left. During the inspection, the children and staff were very welcoming to a child and their parents arriving. Children asked the child's name and offered their toys. They chatted confidently with visitors and were curious to know why the nursery was being inspected. The children spoken to during the inspection were happy with the care they receive; they like the staff and enjoy the activities provided.

Clear development recording shows the children are making good progress with regular observations across all areas of learning and the next steps needed to promote this. Each file contains evidence of observations, photographs and samples of work which parents are free to look at when they wish. A file is also prepared for the transition to school in line with guidance from the teachers. When babies move to the larger room their files are sent home and a new one started.

The children's personal, social and emotional development is fostered very well and they are becoming confident, independent learners. They select resources for themselves and concentrate well to complete their tasks. They are building good relationships with other children and the staff, happily asking for support or assistance if they need it, such as, to put on the waterproof trousers when playing in the outside area. The babies are happy with the staff, developing independence by selecting resources for themselves and becoming confident to relate with older children. The glass panel between rooms provides opportunities for siblings to see each other, and for the babies to become familiar with the staff and the layout of the room.

Children are developing a good understanding of healthy living, with freshly prepared meals and snacks, daily fresh air and activity. Good hygiene practice is an integral part of their time in the nursery. The staff promote handwashing with the babies, wiping their hands after nappy changing and before meals so it is a natural part of children's time while in the nursery. The older children understand the need to protect themselves from germs, and when the snack bell rings and they are ready to eat, they wash their hands unprompted by staff.

The children are keen to learn about the world around them, and happily discuss how different people live, as illustrated by photographs on display within the nursery. They try different fruits during snack time, such as, pineapple which promotes conversation about the source of the fruit and other countries. They are also developing an awareness of other cultures and customs by using games and books to widen their knowledge. Some festivals are celebrated and different food or craft activities included.

Clear house rules are in place and the children behave very well. They are polite to both each other and staff, who provide good role models for the children. Good manners and consideration is emphasised. The children take turns, share, and provide help if others ask for it. Tables and meals are prepared and served by staff

which means children do not have opportunities to develop independence by pouring drinks or helping themselves to food at lunchtime.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met