

Inspection of Ashbourne Day Nurseries at Cheshunt

Goffs - Churchgate Academy, College Road, Cheshunt, Waltham Cross EN8 9LY

Inspection date:

19 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into a generally calm and caring environment where most settle quickly and separate from their parents with ease. Where children are unsettled, staff take time to speak with parents and gather updates, showing a commitment to maintaining positive relationships with families. Staff sensitively handle children going through transitions, such as potty training, providing reassurance to parents with advice and support.

The quality of teaching is variable across the nursery. Although a curriculum is planned for children, staff do not consistently think about the sequence of learning for children. While children make some progress in their learning and development, learning opportunities are not always age appropriate. For example, young children are provided with pencils and paper for writing before they have developed strength in their hands to make marks effectively. Teaching is not always focused enough for children to make the progress they are capable of.

Despite these weaknesses, staff across the nursery build warm and nurturing relationships with children. They demonstrate an understanding of children's interests and respond well to their care and emotional needs. Babies are gently supported through transitions of sleep and play and are encouraged to feed themselves using spoons where appropriate. Staff model positive behaviour to help children learn to share and take turns.

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

- There have been significant changes in management and new leaders are focusing on establishing robust procedures to support staff. They recognise the importance of supporting staff to ensure they follow the correct policies and procedures and show commitment to building on areas of the nursery that require improving. However these systems are not yet fully embedded. Staff do not consistently ensure that the procedures for storing medication and keeping health care plans reviewed are followed effectively, and deployment of staff is not always effective in the outside area, resulting in children not receiving consistent support.
- Staff use observations and assessment to plan next steps in learning for children. While some staff link activities to children's individual learning needs, this is not consistent across the nursery. Staff do not always refine the curriculum or plan sufficiently to meet the unique needs and stages of individual children, and in some instances, activities are not age appropriate. Some staff show a lack of knowledge of child development to structure appropriate learning opportunities for children to fully support their learning and development.
- Partnerships with parents are developing. Families report that they are kept

informed through daily handovers, and use of an online platform. They are given opportunities to participate in nursery life through events such as Mother's Day, and open days. Initiatives, including a lending library, have been introduced to help reinforce the importance of early literacy and strengthen opportunities for children to continue their learning at home.

- The outdoor provision offers a spacious environment that supports children's physical development through climbing, running, and use of large equipment. Children show enthusiasm for natural exploration and gross motor activities, such as crawling through tunnels and rolling hoops. However, the outdoor area lacks a consistent range of enriching learning opportunities, particularly for younger children. Resources are not always age appropriate for babies. They do not have a suitable space to engage safely and meaningfully, which limits the inclusivity and effectiveness of outdoor learning.
- Staff deliver purposeful activities for older children to raise children's awareness of oral health. Children are encouraged to clean 'dirty teeth' using toothbrushes, fostering both fine motor skills and health awareness. Staff discuss visits to the dentist, and children are keen to share their own experiences, supporting their communication and language development.
- Staff effectively support children in preparing for the next stage of their education. They engage children in discussions about upcoming changes, including new routines and what to expect at school, and introduce them to school uniforms to help build familiarity. Visits from local teachers are arranged to enable children to form early relationships and ease the transition process. Staff also prepare detailed transition reports, sharing key information to ensure continuity of care and learning as children move on to school.

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

	Due date
ensure staff build on their knowledge and understanding of child development to help them plan effective and age-appropriate learning opportunities to support children's development	19/07/2025

ensure leaders fulfil their role and responsibility in monitoring staff to ensure they are compliant in following nursery policies and procedures.	19/07/2025
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To further improve the quality of the early years provision, the provider should:

- enhance the resources and learning opportunities in the outside area for younger children in the nursery.

Setting details

Unique reference number	2707327
Local authority	Hertfordshire
Inspection number	10388252
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	88
Number of children on roll	74
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	07943788347
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Cheshunt registered in 2023. The nursery employs 14 members of staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status. It operates from Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years 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 carried out a joint observation of an activity in the pre-school room with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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