



# The Old Station Nursery at The Marina

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340569
<b>Inspection date</b>	12 March 2007
<b>Inspector</b>	Beverly Kemp-Russell
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<b>Registered person</b>	Old Station Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Old Station Nursery at the Marina registered in 2006. It is part of the Old Station Nursery Ltd chain and operates from purpose-built premises in the centre of Lincoln city. There is a fully enclosed outdoor play area. The setting serves the local community and the surrounding areas.

There are currently 65 children from birth to five years of age on roll. This includes 22 funded three and four-year-olds. The setting can support children with special educational needs and there are no children who speak English as an additional language.

The group opens five days a week, 50 weeks a year. Sessions are from 08:00 to 18:00 hours.

Fourteen staff work with the children on both full and part time arrangements. Eleven staff hold a relevant qualification and two are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff follow clear procedures for maintaining hygiene which ensures that the children are cared for in a clean and healthy environment, for example, tables are wiped with anti-bacterial spray prior to being used for food. Children are encouraged to become independent in promoting their own good health such as, routine hand washing and cleaning their teeth. Children show confidence in using these abilities. Children's health is promoted by well-maintained health and medication records. Staff hold current first aid certificates which helps maintain children's health.

Children are offered a choice of snacks which include a variety of fruit and vegetables such as cucumber and apples and in addition are offered cheese cubes to ensure healthy eating choices are promoted. Children have access to drinks throughout the session and individual named water bottles and feeder cups are provided to ensure they are well hydrated. Staff provide hot meals at lunch time for example, sausages, mashed potatoes and mixed vegetables. Menu plans are displayed for parents and children's dietary requirements recorded to ensure children's good health.

Children enjoy regular opportunities for physical activities and are skilled at using a range of equipment to promote coordination skills. The enthusiastic staff team provide good outdoor activities which contribute to children's health and provide some challenge. Children make use of the outdoor area to exercise in the fresh air on a daily basis promoting good outcomes for children. Children use equipment such as, the climbing frame, play house and bikes and experience chalking activities to develop their large body skills. Staff ensure children are making good physical progress.

Children are able to rest according to their needs and the wishes of their parents. Staff provide well-equipped designated areas for children to rest and sleep to ensure children's needs are fully met.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and welcoming environment which is suitably maintained, safe and secure. The premises provide well planned space in a good location and offer access to facilities which promote children's all round development. The manger and all staff ensure regular risk assessments are completed to help minimise hazards which may harm children.

Children use a good range of developmentally appropriate resources which are regularly checked for safety. Staff use clear explanations so that children are able to take responsibility for keeping

themselves safe. Furniture, equipment and toys are provided which create a variety of opportunities and promote a stimulating environment.

Staff give priority to keeping children safe and the settings policies and procedures ensures positive steps are taken to prevent accidents. Staff consider children's safety is paramount. They are well-motivated and fully aware of children's constantly developing abilities and ensure safety measures are applied at all times to avoid dangerous situations.

Children are well protected because staff have a clear understanding of their role in protecting children and are able to put appropriate procedures into practice when necessary. Children are protected by staff's awareness of child protection guidelines and good procedures support the manager in protecting children from abuse.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The care and play experiences for children in the setting are good. Children are supported to deal with the separation from parents and carers and develop close relationships with staff caring for their age range. Staff discuss with parents to ensure that young children benefit from and experience familiar home routines helping them to feel safe and secure. Children show interest in what they do such as using the sand and are often interested by resources such as the computer. Children have opportunities to develop their creative skills and to use freedom of expression during activities when using shaving foam. Children make choices from a good range of resources provided each day to ensure they are absorbed throughout the session. Staff provide worthwhile activities to observe and use assessments to ensure children are moving towards the next step. Staff include younger children in activities to develop their skills and are making full use of the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning for nursery education is good. Children make their own choices and are supported by staff. Staff's knowledge of the Foundation Stage is good and they fully understand how children learn and develop. Most staff are qualified and have experience of caring for children, they gently guide children and use questioning techniques which extends their language. Staff meet with parents initially to discuss children's starting points to ensure they are aware of observing progress. The assessment of children's progress towards the early learning goals identifies what they need to learn next and planning and assessment records clearly link to how all aspects of the stepping stones are covered. However, planning is not always delivered effectively to ensure children's curriculum is balanced in all areas leading to missed opportunities to encourage learning and provide sufficient challenge for children. The planning of how some activities and resources are presented does not always ensure that children are fully inspired and motivated to learn which again leads to some missed opportunities for children to reach their full potential.

Children are confident and keen to get involved in activities. They form good relationships with staff and other children. Children are confident to try new activities such as creating pictures from natural materials. They are able to sit and concentrate when using resources such as small

world toys. They sit and chat happily to each other when completing jigsaw puzzles and offer support when building with construction equipment. They understand right from wrong and children's behaviour is good. However, staff miss opportunities particularly at meal times to help children develop independence skills. Children are able speakers using clear sentences to explain and recall past events. They listen carefully and talk confidently during registration and activities. Children enjoy making marks and can form some recognisable images. They have opportunities to write for a variety of purposes using different forms such as lists and notebooks. Children enjoy books and participate in story telling. Children count by rote well with more able children eager to count well beyond 10. They know the names of common shapes and use some size language in their play such as big and little. However, staff miss opportunities to say and use number names in familiar context with the children and there are limited opportunities for children to use methods to solve practical problems. Children have a growing awareness of other cultures as they celebrate some festivals and have resources to enable them to explore and learn. They enjoy using the computer and programmable toys and equipment such as the tape recorder. Children enjoy moving in different ways such as running and jumping, but their ability to make strong progress in developing their large body movements is hindered by too few challenging planned activities. Children know most colours and have good opportunities to create and design for themselves. They have opportunities for children to use their imaginations through role play but are sometimes impeded by the presentation and of the resources.

### **Helping children make a positive contribution**

The provision is good.

The partnership with parents and carers is good. Children are cared for by staff who work with parents to meet individual needs. All children and parents receive a warm welcome from staff who are sensitive to each family's circumstances. Each child is known as an individual and time is spent making sure their needs are met and continuity of care is offered. Parents views about their child's needs are actively sought before the child starts at the setting, and on a regular basis throughout their time there. Parents receive information about the 'Birth to three matters' framework and the Foundation Stage and are encouraged to be involved in their children's learning by contributing to assessment and planned activities. Staff ensure that parents know how their child is progressing and developing by regular written and verbal contact and meetings.

Staff have clear expectations of children's behaviour and through acting as good role models and using appropriate methods, such as consistent and gentle reinforcement of rules, children learn good manners and to care for others. Children receive lots of praise and encouragement from staff, building their confidence and self-esteem.

Children's knowledge of the local community is promoted through discussion. They regularly share news about their own lives and their thoughts during registration time. Children's opinions and achievements are recognised and praised by everyone in the group. Children's social, moral, cultural and spiritual development is fostered.

## **Organisation**

The organisation is good.

The staff team ensures that children's care is enhanced by the staff's understanding of the setting's comprehensive policies and procedures to protect children and promote their well-being. They have developed strong aims and values for the provision and have a clear vision for improving children's care and education. They establish good training opportunities to enhance the quality of care given to children and are committed to further developing their knowledge and understanding.

The organisation within the setting meets the needs of the children well. There is a good balance of indoor and outdoor activities to extend play and learning opportunities for the range of children attending the setting. Staff effectively organise time to allow the children to be cared for in small and mixed age groups, which ensures that they receive suitable levels of care appropriate to their developmental stages. The ratios of staff to children ensure that children receive a lot of individual attention which promotes their sense of belonging and self worth. Most required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

Leadership and management for nursery education is good. The manager is committed to improving staff's knowledge to ensure they have a clear focus for future improvements for children's learning and development. Training needs are identified during appraisals and through observations made in the work place. Staff complete their own self evaluations which are discussed with the managers to maintain standards. Overall the range of children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update complaints procedure
- improve current recruitment policy to ensure robust vetting procedures are included.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- deploy staff effectively to ensure the presentation of resources and activities fully motivates and inspires children
- improve planning of children's curriculum to ensure it is balanced and effective in all areas and provides sufficient challenge for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)