



# The Old Station Nursery, Wragby Road

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340525
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Gill Ogden
<b>Setting Address</b>	The Old Station Nursery, Wragby Road, 145 Wragby Road, Lincoln, Lincolnshire, LN2 4PL
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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, Out of School 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, Wragby Road was registered in 2006 and is part of the Old Station Nursery Ltd chain. The nursery operates from a converted house in Lincoln city and there are two outdoor play areas. It offers out of school care as well as full day care and is open each weekday from 08:00 until 18:00. Children who attend Eastgate Infants School are escorted there and back by nursery staff. If children from other schools wish to attend then parents have to make their own travel arrangements.

The group is registered to care for 48 children aged from birth to eight years. There are currently 74 children on roll of whom 17 receive funding for nursery education. The group supports children with learning difficulties and who have English as an acquired language.

Twelve staff work with the children and they all hold an appropriate early years qualification. One staff member is currently upgrading her qualification. The nursery is a member of the National Day Nurseries Association and has Investors in People accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in an environment where close attention is paid to maintaining effective hygiene routines. The premises are kept clean and every effort is made to minimise opportunities for cross infection through consistent routines such as those for nappy changing. Children are learning about good personal hygiene through being prompted well to wash their hands, for example, after using the toilet and before eating. Younger children are well-supported to use the toilet as a result of staff being alert to their needs and abilities. Children are learning about the importance of cleaning their teeth regularly because of the current initiative to encourage parents to provide brushes and toothpaste for them to use in the nursery. Parents receive good information about childhood illnesses and situations when children cannot attend nursery which further help to reduce opportunities for spreading infections. Staff are alert to children's ongoing health needs, for example, noticing that a child was struggling because the sun was in his eyes and promptly drawing the curtains.

Children get lots of fresh air and exercise as a result of using the outdoor play areas regularly. Nursery children are able to go out each morning and afternoon and the kids' club use their outdoor space most days after school and in the holidays. Children take part in activities that increase their strength and help them develop their balance and co-ordination. Babies and toddlers have plenty of space indoors to be able to crawl freely and gradually learn to walk. Younger babies are supported well to sit up through staff support and the use of appropriate equipment. Children's emotional health is ensured through cuddles and lots of attention from and interaction with staff. Rest periods for all children are part of the daily planning. Babies sleep according to their needs, toddlers have regular rest sessions in line with parents' wishes and older children are encouraged to rest or take part in quieter activities after lunch.

Children enjoy regular, good quality food provided by the nursery. Menus are well-balanced and focus on ensuring that children get plenty of fruit and vegetables which are locally produced and organic. Babies who are being weaned enjoy, for example, pureed sweet potato and carrot. Children drink only milk or water. Older children have a sound awareness of when they need to have a drink, for example, helping themselves to their water bottles after they have been playing outdoors. Processed foods are kept to a minimum and close attention is paid to special dietary needs through initiatives such as place mats having children's photographs on them and stating what they may eat. Children in the kids' club enjoy a cooked tea each day and bring their own packed meal for lunch in school holidays.

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

The provision is good.

Children are looked after in bright, welcoming premises that have recently been redecorated. The aim to make the nursery a 'home from home' is supported well through the development of comfortable surroundings and, notably, domestic sofas in three of the rooms. Children's art work is displayed which helps them feel more at home and there are useful displays of information for parents. Staff work hard to ensure the premises are kept secure, particularly the main entrance. All the outdoor play areas are secure.

Regular checks of safety equipment, such as fire extinguishers, are carried out and baby equipment like high chairs are maintained in good condition. Toys and play equipment are reviewed for their ongoing suitability and attractiveness to the children. Sleeping babies are effectively monitored through the use of appropriate equipment and the fact that they are checked every fifteen minutes by staff. Very good use is made of safety gates, especially on the stairs and the first floor rooms. Children learn to keep themselves safe by, for example, taking part in regular evacuation drills and by staff alerting them to using scissors safely.

Children are further safeguarded because all staff are fully aware of their child protection responsibilities. Signs and symptoms of potential abuse are displayed in the staff room as a regular reminder. The latest local referral procedures are known in the event of any concerns being identified. Parents are made clearly aware of these procedures.

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

The provision is good.

Children are happy and settle in the nursery because close attention is paid to their care and learning needs. They all enjoy a wide range of activities that are planned carefully by the staff whilst at the same time being free to choose what they want to become involved in and freely access toys and play equipment. Staff make good use of the 'Birth to three matters' framework to stimulate and encourage the development of the younger children. The focus on babies' care needs ensures that they are comfortable and feel secure which provides a solid base for them to confidently begin to relate to their surroundings and other people. They enjoy listening to songs and rhymes and respond with smiles and gurgles to adults conversations. Toddlers are confident in their environment and have warm relationships with the staff. They are beginning to know the routines and are keen to sit up to the table for meals and snacks, finding their places by recognising their photograph on their place mats. They enjoy experimenting with, for example, paint and explore it on their fingers and make marks with it on paper. The 'tweenies' take more control of their environment and develop their own activities more, related to their experiences. For example, when taking part in an activity where they do a chalk picture of a dinosaur a child starts to chalk a plastic dinosaur's feet and try to make prints on the paper. In the kids' club the children take the lead in decisions about what they want to do with the staff providing ideas and resources. Before and after school sessions are relaxed with few planned or structured activities. In school holidays more structured activities are planned related to themes as well as child initiated activities. Children are able to bring play resources from home if they wish.

## Nursery Education

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage and how children learn. They plan practical activities in line with the stepping stones towards the early learning goals and observe the children regularly to assess the progress they are making. However, they are not yet using these assessment records effectively enough to formally identify individual children's next targets. Staff use a variety of teaching methods to ensure children remain engaged in their learning. The clear boundaries set for children's behaviour also contribute greatly towards them getting the most out of the learning opportunities they are offered. The effective working across agencies enables children with learning difficulties to progress well. The organisation of the room to create clear learning zones and the recently purchased resources provides a supportive learning environment for the children.

Children are interested and motivated to learn. They concentrate well on the whole and are helpful towards one another. They have high self-esteem and show their work proudly. They play together co-operatively, for example, helping each other manoeuvre cars outdoors by taking it in turns to push. They have good conversational skills, chatting happily to staff and asking questions of any adult in the room. They listen well to stories and join in with singing. Children use the mark making area regularly, for example, pretending to write lists for shopping and letters. They recall rhymes and stories, for example, a child puts a foam bag on top of his head and says he is the 'Grand Old Duke of York' and marched around the room. Children enjoy using a variety of materials to express themselves creatively such as glitter and ribbon to make Mother's Day cards and paint freely. They thoroughly enjoy the methods staff use to help them link sounds to letters. Games such as Compare Bears offer children lots of opportunities to learn about size, shape, colour and to count. They use language such as 'biggest', 'smallest' and 'middle-sized' as they sort out the different bears and go on to use their hands to talk about, for example, how big their father is. Children are skilled in using the computer and become fully absorbed in the learning programmes independently. They observe the blossom falling from the trees when they are outdoors and liken it to snow. Children are fully absorbed in structured music sessions when they play instruments, tap out the syllables in their names and follow instructions accurately. Events in the nursery regularly prompt them to think about their experiences at home and they talk about them freely. For example, when staff talk about bumps children have had they recall 'poorly knees' and hurting themselves on slides and use words like 'sore'.

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

The provision is good.

All children are made welcome in the nursery and their family backgrounds are valued. Staff acknowledge their individuality, for example, knowing well the differing personalities and characteristics of twins. They gather useful information from parents at registration and through ongoing discussions and observations continue to meet their changing needs. Children learn to respect all members of society through a selection of resources that they use as part of their everyday play. Their own and differing cultures and growing knowledge of the wider world is supported through relevant activities such as celebrating a variety of festivals, food tasting

and dressing up. Children with learning difficulties are included effectively in the nursery, as are those whose first language is not English. Children behave well as a result of staff acting as good role models and focusing on praising children for good behaviour. Incidents requiring staff intervention are rare. The nursery is keen that children should have good manners in order to be socially acceptable and so they are prompted accordingly. They know it is polite to wait until everyone has been served before they start to eat their meal. Children's spiritual, moral, social and cultural development is fostered.

Parents receive some very useful general information about the nursery and relate well to staff. They express their satisfaction with the care their children receive. Potential new parents comment on how friendly the staff are and how useful the notices are outside each room about the routines and activities that children are involved in. Parents of babies and toddlers receive daily written information about what their children have eaten, nappy changes and sleeps. Parents are free to look at their children's development records anytime.

The partnership with parents and carers regarding nursery education is good. The records belonging to these children are particularly accessible because they are sited in drawers near the entrance to the room. Parents attend open evenings twice each year when they have a more formal opportunity to discuss their children's progress and learn more about how they learn, for example, recently they have talked about the system used to help children link sounds and letters. Parents receive some useful basic information about the Foundation Stage when their children first start to attend the nursery and termly newsletters give them some idea about current activities and topics, as do the plans displayed. However, they are not helped enough to follow up their children's learning at home regularly.

## **Organisation**

The organisation is good.

The organisation in the nursery underpins children's welfare and development needs well. The owner and manager have a solid understanding of their responsibilities and thorough systems are in place for recruiting and vetting staff. All the staff are appropriately qualified and are involved in ongoing training to keep their practice up to date. Induction and regular appraisal ensures that staff are aware of their responsibilities and are motivated to give of their best. Although staff working in the kids' club are competent, few are trained specifically for play work which results in the provision for these older children being less dynamic. The building is well-organised to meet the needs of differing age groups of children and there are effective systems in place to ensure that staff ratios are maintained. All the necessary documentation is in place and stored securely. Records such as registers and accident books are maintained accurately to provide a robust framework for children's care. Overall, children's needs are met.

The leadership and management of the nursery education is good. There is a growing understanding of the need to monitor and evaluate effectively in the children's best interests. New resources have recently been purchased demonstrating a commitment to continuous improvement. Similarly, staff are encouraged to make their 'demands' regarding the priorities for future developments. Good use is made of external teachers to extend the range of activities offered to the children. Local authority advisers are used well to help review and improve the educational provision.

### **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:

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 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):

- increase staff's knowledge and understanding of playwork in the kids' club.

#### **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):

- develop the use of assessment to plan the next steps for individual children
- increase information given to parents and carers to help them to support their children's learning at home.

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)