

The Old Station Nursery, Wragby Road

Inspection report for early years provision

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Inspector

Gill Ogden

Setting address

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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

The Old Station Nursery, Wragby Road was registered in 2006 and is part of the Old Station Nursery Ltd chain. The nursery operates from converted residential premises in Lincoln city. Children in the early years age range are looked after in the house and children who attend the out-of-school facility use the converted garage. All children have access to the outdoor play space. The nursery is open each weekday from 08.00am until 06.00pm. Children who attend Eastgate Infants School and Chad Varah Primary 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It also receives funding for early education. There are currently 65 children on roll, 55 of whom are in the early years age range. The group supports children who have special educational needs and/or disabilities and those who have English as an additional language.

All nine staff who work with the children hold an appropriate Level 3 early years qualification. The nursery is a member of the National Day Nurseries Association and has Investors in People accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the caring and stimulating surroundings where they are all recognised as unique individuals. Each of them receive the support they need to play a full part in the nursery and they all make at least fairly good progress towards the early learning goals as stated in the Early Years Foundation Stage. Safeguarding children is given high priority and all their other welfare needs are also met well. Relationships with parents are good in ensuring their child's continuity of care and learning and links with others who are involved with the children are mostly in place. Recommendations made at the last inspection have been acted on effectively and the drive towards further improvement is exceptional.

What steps need to be taken to improve provision further?

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

- link observations of individual children's learning and development more closely to the skills and knowledge identified in the steps towards the early learning goals in order to better identify future targets and challenges for them
- develop further the links with other providers who are involved with the children to better promote continuity of care and learning.

The effectiveness of leadership and management of the early years provision

Since taking up her post nine months ago the manager has been extremely successful, despite the low starting point, in inspiring staff to take on responsibility and provide as well as they can for the children in their care. Staff morale is now very high and they are fully committed to their work and to making further improvements. At the same time a close eye has still been kept on safeguarding and maintaining risk assessments. The manager is actively involved with the staff each day, setting them an excellent example and supporting them to become more knowledgeable, skilful and confident. Staff are so excited about positive change that they have come in outside their normal working hours to enable improvements to be made more quickly. Much effort has gone into improving the environment, and resources and achievements in this have been great for the babies and pre-school age children. Plans for the 'tweenies' are clearly in place and changes for them are imminent, as is a revamp of the out-of-school environment. All the children enjoy the outdoor environment, which has improved greatly and allows all ages of children to be able to use it safely at the same time. The manager is working closely with the owner, the area manager and local authority advisory staff to evaluate and monitor the provision as a whole. A great deal has been achieved since the initial self-evaluation and the development plan is constantly being reviewed and reprioritised.

Parents have been fully included in the changes, and are responding well to requests to become more involved in their children's learning, for example, by contributing resources such as jewellery, which the babies have shown a particular interest in. They receive very useful information about the setting when they first start to bring their children and the key person system is well-established. Regular newsletters keep parents up-to-date about new initiatives and how they can help their children to learn at home. Good links exist with the schools that some of the children attend and the manager is aware of the importance of furthering links with pre-schools that share the care of some children.

All the required records are kept conscientiously and the necessary policies and procedures are in place and followed well. Staff are vetted meticulously and the appraisal system ensures that both their personal development needs and those of the setting are fully considered. The setting delights in providing for children who have additional needs and in promoting diversity positively.

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

Children are very happy in the nursery and have strong relationships with the staff. They are relishing the improvements to the environment, such as being thrilled to see the new floor in the pre-school room, and enjoying playing on the grass mound and crawling through another mound outdoors. Babies are enjoying exploring the extension to their space which provides them with a home-like

lounge where they can use the sofa to snuggle up to staff and learn to walk by pulling themselves up by it. As well as children feeling safe in the nursery they are kept safe well by the staff through procedures, such as ensuring the building and garden is kept secure, monitoring who enters the building and fitting safety equipment, such as smoke alarms, baby monitors, stair gates. The appropriateness of toys and equipment is regularly checked. Even though a baby monitor is in use, sleeping babies are checked every ten minutes to ensure their safety. Children learn to keep themselves safe by being supported to take safe risks, such as climbing outdoors, taking part in fire drills and learning about road safety. Children's health is promoted very well. They get lots of fresh air and exercise each day and enjoy a well-balanced diet. The cooks check on the dietary requirements of children attending each day and have clear information posted in the kitchen about individual children's dietary needs. Fresh ingredients are used to provide each day's meals and menus and the content of meals are adjusted according to what the children like eating. Fresh drinking water is freely available and the older children enjoy serving themselves with their food from dishes set out for them on the tables. Children sing a song about hand washing which helps them to understand the importance of it in keeping them healthy. All of this helps children to develop good habits for a future healthy lifestyle.

Staff are gradually improving their approach to supporting children's achievement. The manager is supporting the room leaders effectively, especially in the pre-school room, to increase their confidence in delivering the Early Years Foundation Stage. Staff have attended lots of in-house training related to observation and assessment. They show great pride in the headway they have made in recording children's progress in their 'special books', which are extremely well-presented, attractive and easily understood by parents. These books also include the initial information parents have given staff about their child which provide starting points for each child's learning, and a picture and some information about their child's key person. Staff who look after the younger children have been totally inspired by the training they have been on specific to this age group and are busy implementing their learning. As a result, all the children are benefiting from every member of staff's refreshed engagement in supporting them to succeed and so they are all making at least satisfactory progress towards the early learning goals. However, the planning for children's next steps is not informed enough by the skills and knowledge identified in the development steps towards the early learning goals to help each of them make the best progress they can.

All the areas of learning are provided for through planned and spontaneous activities and a good range of resources. Babies physical and emotional needs are prioritised by staff who know that ensuring these are met is vital to their being able to achieve and to enjoy activities. Lots of time is spent settling children in to the routines of the nursery and to help them become comfortable with the children and adults they find themselves amongst. In the 'tweenies' children are supported very well in their toilet training, in line with parents' wishes. Both of these age groups of children relish sensory play, for example, enjoying exploring glittery, shiny items and lathering themselves in shaving foam. Staff are alert to interest, such as rolling things, and so provide toys such as cars for the children to push in the foam and observe the different marks they make. Many of the pre-school children are currently fascinated by fairies. Staff have supported this interest by

sitting a mobile consisting of shiny discs which catch the sun and cause light patches to dance across the fences and ground outdoors. The children are totally taken up with these, looking out for them whenever they are outdoors. They bring books from home about fairies and use their imaginations, for example, deciding that the fairies had helped lay the new floor because they had left some fairy dust behind. Children who have special educational needs are closely monitored to ensure their needs are fully met and the appropriate help is obtained. Similarly, those children who speak English as an additional language are included effectively, and both the staff and children learn a lot from them being in the nursery as well as helping them to speak English. For example, staff in the baby room are looking forward to helping the children to use chopsticks at the request of parents. Opportunities to talk, mark-make, look at books, problem solve and count, as well as use computers and other interactive gadgets support are part of everyday routines and activities and support the children to develop the skills they will need for the future.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	3
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	3
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	3
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	3

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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