

The Old Station Nursery

Inspection report for early years provision

Unique reference number	EY410811
Inspection date	14/02/2011
Inspector	Hilary Tierney
Setting address	Imjin Barracks, Innsworth Lane, Innsworth, Gloucestershire, GL3 1ET
Telephone number	07725049744
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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, Churchdown was registered in 2010 and is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is part of a nursery chain and is one of 15 settings owned by this provider. The nursery operates from a new purpose built building with ample parking and disabled access. The nursery is part of the Imjin Barracks, army base provision and the premises are situated next to the Spa shop along the main Innsworth Road.

The nursery is open from 8.00am until 6.00pm, 51 weeks a year and is registered to provide care for a maximum of 64 children aged under eight years at any one time and of these, 20 may be aged under two years. There are currently a total of 65 children on roll, of these 16 children are under two years old and 28 are funded three-and-four-year olds. Children have access to three play rooms which are allocated to the under two year olds, the two to three year olds and the pre-school children. Children have access to a large secure garden area. The nursery offers support for children who have English as an additional language and those who have special educational needs and/or disabilities.

A team of 13 staff are currently employed and there is also an operations manager who oversees the provision. Of the team seven members of staff hold level 3 childcare qualifications and three hold a level 2 childcare qualifications. A cook is employed and she also has a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are happy, confident and have settled particularly well in the setting. The staff have a warm, caring approach with the children and the welcoming atmosphere provides a stimulating environment for children to learn and explore. Although children's individual needs are met well and they are progressing in all areas of learning, some development in the planning of activities and observations on children is required. Detailed policies and procedures are easily accessible for parents and regular information is shared with them. The self-evaluation process has not been formally completed, but both staff and management are aware of the improvements needed for the nursery to help them provide good quality childcare.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning of activities that include children's starting points, interests and next steps, so

that all children's individual needs continue to be met and they continue to make maximum progress in each area of learning

- develop further the partnerships with other early years settings, so that all adults involved with the children contribute to their learning opportunities and development
- increase children's access to books that reflect the diversity within the setting in particular for children who have English as an additional language.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The staff are clear about procedures to follow in the event of having any concerns about children in their care. Staff keep clear records of any existing injuries of children. Detailed accident and medication records are also kept. All staff are suitably checked and a visitors record is kept and their identification checked as they arrive. Clear records of children's and staff attendance are kept. Security of the premises is good and children are supervised well at all times. Clear evacuation procedures are in place and practised regularly.

The warm, welcoming setting provides a stimulating environment where children may play safely. Resources are used effectively and are balanced with a good variety of natural products used, such as wooden toys, treasure baskets and holistic resources. Children's differences are acknowledged and staff offer good support to children with English as an additional language. Labels around the building reflect the different languages of the children attending, such as Italian, German, Greek and Polish. Staff demonstrated how they offer support to children who have special educational needs and/or disabilities.

There is a good partnership with parents'. They receive good information about their child's day with both written and verbal information when they collect their children. Regular newsletters, the notice board and an open door system ensure parents' are kept informed and feel included in their child's care. They are invited to parents' evenings and to read stories to the children in their home languages. Parents spoken to are extremely happy about the care provided, the staff, information they receive and with how well their children have settled. At present no children attend any other early years settings, however staff are fully aware about how they intend to develop links with them when children start to attend them.

This is the first inspection since the setting registered. The staff and management have started the self-evaluation process together and have started to identify areas to improve and develop. They are all committed to drive improvement and work well as a team to provide good quality childcare.

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

Children are well settled, eager to learn and make friends. They are happy, confident and feel safe in their surroundings. They have a sense of belonging with displays of their work around the building. The staff have a calm, caring approach towards the children and obviously enjoy being with the children. The key person system works well and all staff know their key children and families well. Staff observe and keep records of these observations on children and they plan activities for the children according to their needs. However, the staff are not identifying children's next steps and linking these to the planning of activities to help support and extend children's learning and development.

The baby room is a homely, cosy environment where the youngest children feel safe and secure. They are confident in their surroundings and relate to their key person well. Interactions between the staff and children are good, with the staff talking to the children as they play. Children enjoy playing in the ball pool; they climb into the middle of the balls. Then they proceed to throw them out towards the staff, squealing with delight and laughing at the staff as the balls get thrown back in. Children have opportunity to fresh air and exercise with regular access to the enclosed garden where they are able to explore and investigate.

The two and three-year old children have a bright, airy room where they are able to explore and develop their imagination and creative skills. They enjoy taking part in role play and interact together well as they play. Children were observed having a lovely time pretending to have lunch. A child sat at the table while another one gave them pans and plates from which they pretended to eat and have lunch. Children enjoy sand and water play and interactions with the staff are good. They have access to continuous play between inside and outside, through large opening doors. This allows children to wander around freely. Outside children have access to a large enclosed garden with a low impact surface and grass area. They are able to ride bikes, run, balance and play with balls. Children are beginning to understand about the meaning of words and have access to books. Labels around the rooms help children to understand the meaning of words in different languages. However, access to books in dual languages is limited.

The pre-school children have settled very well and feel safe in their surroundings. They understand the routines of the settings and most children are confident in recognising their names on cards which they move when they enter the room. Children are relaxed and have a sense of belonging. They are offered plenty of praise and encouragement as they achieve. Children enjoy taking part in a range of activities such as role play, mark making, creative play. Children enjoy doing puzzles and jigsaws alone and with some help from staff when required. Children enjoy role play and use their home language during this time with their friends. Children have easy access to books; however in this room also dual language books are limited. Children are well behaved, take turns and share well. They understand about keeping themselves safe through clear explanations from staff, such as reminding them about how to carry scissors and not to run in the rooms.

All children have good opportunities to develop their understanding of personal hygiene. They know to wash their hands before eating and after touching the pets at the setting. All children are given healthy snacks and fresh meals which are prepared daily for them by the cook. She is fully aware of their dietary needs and meets them accordingly. All children have easy access to fresh drinking water and the older children are encouraged to pour their own drinks.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	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