

Station House Childrens Day Nursery

Station House, Common Road, Dunnington, York, North Yorkshire, YO19 5RY

Inspection date	28/11/2012
Previous inspection date	31/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are settled, happy and motivated in their play, and show high levels of engagement, independence and curiosity.
- The staff understand how children learn. They support all children to make good progress through child-initiated and structured activities. The easily accessible resources are developed to meet individual children's interests and keep them motivated.
- High regard is given to supporting children's language skills and mathematical concepts. The use of phonics is effectively promoting children's reading and they are making very good progress.
- The nursery is well organised and staff undertake thorough observations, which are reflected in the planning and meet the unique needs of every child, ensuring that every child makes good progress in their learning and development from their starting point.

It is not yet outstanding because

- The self-evaluation process does not regularly include the views of parents and staff so the process does not ensure the needs of all users are being met.
- The emergency evacuation procedure is not always recorded so concerns or problems are not highlighted and addressed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the whole of the premises and the outside area.
- The inspector observed the staff and children to watch their activities and to observe the interaction between them all.
- The inspector discussed the nursery's policies and procedures and the changes made in line with the new Early Years Foundation Stage requirements.
- The inspector examined activity planning and the recording and assessment of children's progress.
- The inspector discussed the information retained about children and how staff ensure care meets their individual needs.
- The inspector took account of parents' and children's views through discussion and letters and cards received from them.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Station House Day Nursery was registered in 2005 and is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted domestic premises in the Dunnington area of York, and is managed by the owner. The nursery serves the local area and is accessible to all children, although there is no lift to access the first floor. It operates from the whole of the premises, with babies and toddlers on the ground floor and the pre-school children on the first floor. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of child care staff, of these, 13 hold appropriate early years qualifications at level 3 or above, and two have other qualifications. There is one member of staff with Early Years Professional Status and one who is unqualified. The nursery opens Monday to Friday all year round, apart from Bank Holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 82 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the self-evaluation process to include regular consultation with both parents and staff to ensure the nursery meets the needs of all its users
- record emergency evacuation activity to ensure any concerns or problems are highlighted and addressed.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in their learning is good because the staff have an effective understanding of how to engage children's interests and support their development. They have a very detailed knowledge of children's starting points. Their initial assessment and information from parents ensures they can build on what children already know and can do. The quality of teaching is strong and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language.

A love of books and language is promoted effectively by providing opportunities for children to access a wide range of books both for stories and information. Children use the comfortable book corners independently but also like to sit with staff to listen to them reading. They are confident in taking turns to contribute to stories and rhymes and predicting or discussing what is happening. Staff have undertaken phonics training to enable them to support children's language development more effectively, as a result they are becoming good communicators. All children, including those who are non-verbal, are able to express themselves verbally, by signing or eye or hand signals, such as when they are hungry or want particular resources. Staff work closely with outside agencies to develop support for children with additional needs, including speech therapy to aid their communication skills.

The nursery has introduced new observation, monitoring and planning to ensure all areas are planned for and included. Observations of children's activities are recorded in writing and with photographs, and matched to the areas of learning. These are then used to inform the weekly planning and activities which are then tailored for individual children. All children have opportunities to independently explore information, communication and technology, such as a computer, camera, video camera and CD player as well as other programmable toys.

Information about children's development and welfare is regularly exchanged with parents through daily diaries, and other providers through the notebook which is updated at each visit. This ensures the children's interests can be fostered effectively and any achievements identified. Staff have also developed a summary form for the two year old children which includes parental input. Parents are encouraged to participate in activities at home and to make observations of their children. They are also invited to parents' sessions at the nursery to sample the play experiences their children enjoy and discuss their children's development. This ensures parents are effectively included in their child's development to provide a coherent approach to learning in the setting and at home.

The nursery is well planned to enable children to explore and play freely. They can help themselves to an excellent range of resources which are available to meet the needs of all the children attending. The babies are given exciting opportunities to investigate and to stimulate their senses, with a wide range of natural resources such as wood, leaves and sand. Furniture is of the correct size and ensures babies can sit safely at meal times, while older children have appropriate cutlery and tableware to enable them to feed themselves.

The contribution of the early years provision to the well-being of children

Staff deploy themselves well to ensure all children benefit from secure attachments and the key person process enables staff to develop a close relationship with both the child and his or her parents. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. The settling in process is established and led by the parents' wishes and children's needs. All the children show confidence and know they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and like to see them when they join together either at the start or end of the day.

The babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. They ensure babies have continuity of care as at least two staff have close relationships with each child. Their early investigative and curiosity skills are promoted very effectively. They show great interest in the different wood and leaves, stacking toys and the sounds of the musical instruments. They show little concern when visitors arrive as long as staff are close by and happily wave to people passing the doorway.

Staff understand the importance of good hygiene practice which they pass on to the children. The babies are changed regularly, with effective procedures in place. They go to sleep happily with staff close-by to help them settle. Use of the outside area, whatever the weather, and the nearby woods provides daily opportunities for the children to develop an understanding of the importance of physical exercise and fresh air. The toddlers and pre-school children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food, usually without reminding. Children enjoy healthy nutritious meals provided by the nursery, when they also develop independence by setting the tables and pouring their own drinks. Parents' wishes are respected for special diets and any allergies are highlighted. Fruit is available for a snack with a cafe system in operation, with milk or water to drink. Children have special treats for birthdays or when they do baking activities. All children are developing a positive attitude and understanding of healthy eating. This is also promoted through the planting, harvesting and cooking of vegetables they have grown in the small garden area and planters. They are proud of the insect area where they attract and investigate the insects which pollinate their plants. Herbs are also grown for cooking and to provide opportunities to smell and feel different leaves.

Children within the nursery learn to behave well and that boundaries are there for their safety and to protect them. Staff provide encouragement and good role models for manners and the children are polite to both staff and each other. They are careful with resources particularly when smaller children are around. Transition within the nursery from the baby room through to the other playrooms is managed very well, with staff joining the children on their visits to give them confidence and support. The transition to school is also prepared very well. The nursery has excellent relationships with the schools and children are able to visit their new school with the staff, while some teachers visit the nursery to observe the environment and what children can do. The children's learning journeys and their tracking forms ensure the school staff have a reliable assessment of the children's abilities and interests.

The effectiveness of the leadership and management of the early years provision

The staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. Security has been enhanced recently by the introduction of finger print security measures.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified or working towards qualifications in order to further enhance the service they provide. Self-evaluation is used to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the setting. Parents and staff are not, however, consulted on a regular basis to ensure their views are included. Staff have undertaken training to implement the new Early Years Foundation Stage and have introduced a more effective method of recording progress and development. They have also developed a two year summary form which has been used to discuss children's progress with parents before being passed to the Health Visitor. Both staff and parents complete reports on the children's achievements and any concerns, which are then combined in one summary form.

The staff work closely with other professionals to support children when the needs arises. They have experience of caring for children with a range of additional needs and take great delight in their achievements and progress. They also work well with families whose children speak English as an additional language, with labels and notices in their home language to make them feel comfortable, valued and help them communicate effectively. The introduction of French classes has raised children's awareness of other languages and cultures. Parents views are sought through discussion and daily diaries and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing art work and photographs displayed on the walls. Newsletters keep them informed of forthcoming events such as charity days and concerts, as well as changes to staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY306093
Local authority	York
Inspection number	893848

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	82
Name of provider	Station House Children's Day Nursery
Date of previous inspection	31/03/2009
Telephone number	01904 481222

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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