

The Old Station Nursery, Newark

Martin Forster House, Appletongate, NEWARK, Nottinghamshire, NG24 1JY

Inspection date

Previous inspection date

01/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Activities match children's interests and adults respond to their individual needs. Adults listen to children and extend their learning by joining in their play and using open-ended questions to encourage further explorations.
- Children are confident communicators who develop their speaking, listening and understanding skills well through a wide range of stimulating activities and effective teaching.
- Children form secure attachments with their key person, other staff and children. They show a strong sense of belonging and are confident, motivated and enthusiastic learners.
- Partnerships with parents, other professionals and people within the local community fully supports children's learning and development, enriches their experiences and ensures that their transitions to school are positive.

It is not yet outstanding because

- There is scope to improve the access to the computer so that children have more opportunities to develop their information and communication technology skills.
- Children are not able to optimise their physical and creative learning because the outdoor area is not fully operational as a highly stimulating environment.

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 had a tour of the premises and spoke with children.
- The inspector observed children in each of the rooms and outdoors.
- The inspector and manager completed a joint observation of children in the pre-school room.
- The inspector sampled children's progress records, policies, procedures, information for parents and also met with several parents to seek their views.

Inspector

Anne Barnsley

Full Report

Information about the setting

The Old Station Nursery Newark, is owned by The Old Station Nursery Ltd. It was originally registered in 2007 and re-opened at the current premises in 2012 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is situated in Newark, Nottinghamshire and serves the local and surrounding areas. The nursery is accessible to all children and there is a fully enclosed garden available for outdoor play. There is ample parking for parents and visitors at the rear of the premises.

The nursery employs eight members of childcare staff. Of these, seven staff have qualifications at level 3 with one member of staff working towards this. Two members of staff have completed their Foundation Degree and two further staff are currently undertaking this. The nursery is open Monday to Friday, all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions between the hours of 8am and 6pm. There are currently 42 children attending who are within the early years age group. The nursery provides funded early education for children from two- to four-years-old. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery also offers care to children aged over five years through an out of school club each morning, afternoon and during the holidays from 8am until 6pm. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- promote access to the computer and opportunities for children to use this to help them develop their competency with using information and communication technology
- drive the re-organisation of the outdoor area forward to create a highly stimulating and well-resourced environment where children can be more challenged creatively and physically.

Inspection judgements

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

Children and parents are greeted warmly at the start of each session by staff who have a strong commitment to making the nursery a welcoming environment. Children in all rooms enjoy leading their independent play with friends and toys of their choice just as much as they enjoy engaging in well-planned, purposeful activities. Children are highly motivated and eager to learn. Observations, assessments and planned activities are matched very well to children's individual needs, interests and developmental stages. Staff use their expertise well when they engage with children and cover all areas of learning effectively because they have clear learning objectives. They fully understand how young children learn and plan activities so that learning takes place in many forms and in a variety of ways to consolidate children's understanding. For example, in the pre-school room children play with a large tray of porridge. They use different utensils in the porridge and

talk to staff about who has got the biggest spoon or the smallest spoon. They fill up and empty containers, learning about quantity. They discuss the texture of the porridge and explore what it feels like. This activity is an extension of a broader theme about winter to develop children's understanding of the natural world and the seasonal changes that occur. The children have been focussing on the popular children's story about a girl and three bears. They learn that porridge is good to eat and keeps you warm in the winter and gives you lots of energy. They explore size in many ways when they talk about the different sizes of the porridge bowls, chairs and beds the bears have. Their language and communication skills are promoted very well as they learn new words, such as 'hibernation' as they discuss hedgehogs who live in the forest where the bears live. They use their creative skills well as they paint pictures of hedgehogs. They sometimes listen to the story from a book and sometimes from a tape. This develops different skills as the book is a visual prompt and the tape is an audio prompt, which helps develop children's listening skills while also enabling them to act out the scenes with the member of staff while they listen. The member of staff very skilfully uses this story to also explore emotions and feelings with children. She asks them lots of 'how', and 'what do you think' questions that help children consider if it is nice to share and to be kind to each other. In doing so the member of staff also includes the celebration of a child's birthday and presents the child with a birthday card from everybody. They talk about making people feel happy and if getting a birthday card makes you feel happy or sad. Planned activities are seamless and flow extremely well, linking a wide range of learning together in a natural progression.

In each room staff tailor learning very well to the stages children have reached, for example, in the toddler room children learn to recognise counting through singing so that the order of numbers becomes familiar to them over time. This also takes place in the baby room with staff pointing to things and counting them out for babies. In all rooms children show an interest in books and make frequent use of these, either independently or with staff. They develop their desire to want to write by using a wide range of resources to make marks. These include flour, sand and foam, which adds dimension to children's learning experiences and makes learning fun. In all rooms children have good access to electronic resources, such as CD players, torches, cameras and voice modules, which they use to record sounds when they go out and about. They discuss what the sounds are and where they heard them when they get back. Children are mostly developing a good understanding of technology, however, since the recent move to this new premises the computer is not accessible for them to use spontaneously.

All children make good progress with their speaking skills, including those who have delayed speech or who are learning English as a second language. Staff are very supportive and set time aside to do one-to-one work with children around their individual needs. They include parents very well in their child's learning. For example, parents who use dual language tapes and books at home are asked to send them to nursery so that the staff can continue the child's learning by using familiar resources. All parents contribute to their child's learning journeys through observations from home, which staff use effectively for planning. Parents likewise borrow books from the nursery's lending library and take these home to read with their child. Staff provide them with a comment slip so they can relay their experience of the book to other parents and feedback to staff. Children in this nursery are supported very well with acquiring the skills they need for their

future transition to school.

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

The nursery has a well-established key person system. Each child is allocated a member of staff who is responsible for their development and welfare. This helps children form secure attachments so they feel safe and happy while in the nursery. Children learn to be independent and confident. The nursery has a homely atmosphere in which children, parents and visitors feel welcome. The manager and the staff treat all children respectfully while at the same time showing kindness and affection. Routines are clear and consistent so children know what is expected of them at any one time. As a result, children behave very well at all times, showing kindness towards one another.

Staff give high priority to children's safety and well-being. Older children are independent in taking care of their personal needs, such as using the toilets, washing their hands and getting dressed to go out to play. Staff ensure that children are warmly dressed in cold weather to minimise risks of getting a cold and very young babies are provided with all-in-one wet suits. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective gloves while changing nappies. Children eat healthy foods and learn to appreciate the importance of a healthy diet while in the nursery. Meals are prepared on the premises using fresh ingredients and children eat fresh fruits and lots of vegetables. Meals are supplemented with nutritious snacks each morning and afternoon. Children walk to the market to collect their fruit and vegetable box from the stall holder who is well known to them. Children have the opportunity to rest during the day and babies have a sleep room which is well equipped with cots and a baby monitor. Staff also check on babies every ten minutes to help ensure their safety.

Children have daily opportunities to be active and to be outdoors. However, at the moment this often involves walks to local parks, to the garden in their previous nursery nearby or to the sports hall that they use in the local college. This is because the garden is being renovated and the work is not yet fully complete. Therefore, not all resources are in place to create a highly stimulating environment that children can use to express themselves creatively or challenge their physical skills. In spite of this, the garden is now safe and all children are able to use it on a daily basis, getting plenty of fresh air and exercise. Children learn about road safety when they go out and about as they understand the importance of walking sensibly and staying close to staff. Children are emotionally secure, which prepares them well for the next stages in their life.

The effectiveness of the leadership and management of the early years

provision

This is a well led and managed nursery where staff morale is high and team work is strong. The manager is an active member of staff and nursery life because she has an administrator who takes care of office responsibilities. This enables her to be in the rooms with the staff and children and use her skills and knowledge to monitor the educational programmes. She monitors the effectiveness of these well by overseeing observations, assessments and planning and by observing staff in practice to ensure they use effective teaching methods. She models good practice by often joining in with activities. She knows every child and parent in the nursery very well and uses this knowledge to support and progress individual children with their learning and developmental needs. This means that staff continue to be inspired and improve their practice constantly.

Staff are deployed well so that each room benefits from the presence of a more experienced member of staff. Particular staff have designated roles within the nursery and have had full training around these roles to ensure they implement them effectively. This ensures that children's behaviour is managed positively and that staff identify any additional needs children may have and plan early interventions which benefit children's development. The manager and the staff team make children's safety a priority. There are rigorous recruitment systems to ensure all adults are suitable to work with children. Induction procedures are thorough and from time-to-time all staff have to complete an induction training exercise, which is set by the company to update their knowledge. Staff have a secure knowledge of child protection issues and all staff have completed safeguarding and child protection training. They complete full risk assessments of the environment and of all outings and trips and undertake regular daily checks of the environment to minimise risks of accidents.

The manager and staff evaluate their provision regularly in staff meetings, adapting activities to suit children's needs and introducing novel ideas, such as outings to places of special interest and the library, post office and market. The manager regularly meets with members of staff discussing their future professional development training and studies to gain further qualifications. The staff attend training provided by the local authority to learn about latest ideas related to child development and learning. For example, after such training, they have developed the play environment and experiences for babies and toddlers. In addition, they have improved their assessment and planning systems. The manager guides her staff by example and by regular feedback on the quality of sessions they run with the children.

Parents are welcome into the nursery at any time and feel part of a close community. Parents have their own parent room upstairs which they can use for breast feeding, meetings and general social contact with each other. Each day the manager and staff make time to communicate with parents about children's lives so that they work together towards the children's well-being. Monthly newsletters inform parents of events and activities planned for their children and weekly plans of activities inform them of what their children are doing and learning. Parents and key persons meet to discuss children's progress so that parents can participate in their children's learning and development. Formal annual parents' evenings each year and open days also keep parents well informed

about how the nursery prioritises children's safety and supports them with their achievements. Parents comment favourably about the nursery and say they would not send their child anywhere else. There are strong partnerships with others involved in the children's development. For example, there are links with local schools and specialised professionals, the local college where children use their sports hall, and the child bereavement centre next door to the nursery. Staff in this nursery make every effort to provide children with good opportunities that prepare them well for school.

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
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	EY450078
Local authority	Nottinghamshire
Inspection number	811803
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	42
Name of provider	The Old Station Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07725049744

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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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