

The Old Station Nursery, Monks Road

Elm House, Monks Road, LINCOLN, LN2 5HL

Inspection date	29/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 independent, motivated and eager to learn. They make good progress with their learning and development because they are supported extremely well by highly skilled and knowledgeable staff.
- Children develop strong bonds with staff and children because the key person system is highly effective and children are secure and confident learners.
- Improvements are well targeted and prioritised effectively to enhance the learning and development experiences that children receive to help them make consistently strong progress.
- The monitoring through continuous reviews of the quality of the educational programme, teaching and learning is robust and this ensures practice is effective.

It is not yet outstanding because

- There is scope to help nurture some children's concentration skills further to enable them to gradually develop their ability to focus for longer periods of time on a set task.
- There is scope to maximise children's learning in a minority of activities, for example, by providing duplicate resources so they are all fully included in the whole process.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 and staff.
- The inspector observed children in the playrooms and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents, looked at children's assessment records and sampled a range of policies, procedures, planning and documentation.

Inspector

Anne Barnsley

Full Report

Information about the setting

The Old Station Nursery, Monks Road, was registered in 2012 and is registered on the Early Years Register and on the compulsory part of the Childcare Register. It operates from newly converted premises in the city of Lincoln, Lincolnshire. The nursery is privately owned and managed. The nursery serves the local area and surrounding villages. The nursery is accessible to all children and there is an enclosed area available for outdoor play. Access to the nursery is at ground level for the two to five-year-olds and street level for children under two. There is parking at the rear of the premises for parents.

The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The manager and another member of staff hold qualifications at level 6.

The nursery opens Monday to Friday all year except for one week at Christmas and bank holidays. Hours of opening are from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 79 children in the early years age range on roll. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- help extend concentration skills for children who find it difficult to focus their attention on one task, for example, by using timers

- duplicate some materials and resources, for example, mixing bowls and flour when children make dough, to ensure that all children who wish to join in are involved in every stage of the activity.

Inspection judgements

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

Staff are skilful practitioners who have strong knowledge of the seven areas of learning and how to introduce these to children through fun learning experiences. Staff complete purposeful observations and assessments of the children and use these to plan meaningful activities around children's next steps in learning. They track children's progress well by effectively linking the areas of learning to the development bands for each age range. Staff know children very well and fully understand each child's interest and preferred

learning styles. Consequently, they provide a wide range of well-prepared activities that fully support and encourage children's learning. There is a positive balance of child-initiated play and adult-planned activities. The majority of children's learning is enhanced by staff who engage very well with children as they play. However, during an observed activity where children are making dough, only one bowl is provided. This means that children have to take turns and are not fully engaged or involved in the whole process. Although this is an exception to the overall quality of teaching and learning, the children who wanted to join in did not learn as much as possible from the practical experience. In spite of this, the effectiveness of teaching and learning is consistently strong throughout the nursery. All children make good progress in their learning and development, including those who are learning English as an additional language.

Children are very confident and the majority of children are highly articulate communicators who enjoy talking about their experiences. Children really enjoy learning and are eager to join in activities and are motivated and enthusiastic about what is taking place. Planned activities are delivered to children in ways that captivate them and gain their attention from the start. For example, children really enjoy a mathematics activity where they sort, match, count and compare socks. The member of staff engages very well with children and asks many open-ended questions that promote their critical thinking, language and communication skills well. Staff find that a very small minority of children in the pre-school room find it difficult to concentrate on tasks and prefer to move around from one activity to another. They involve these children in things that they know they enjoy to try to extend their focus in readiness for their move to school. Some progress is being made, and in some cases this is very positive. However, some children still need to sustain their focus for longer to ensure their learning is maximised. Staff have not considered using resources, such as timers, to help support children with developing their concentration skills, although they do use different techniques, which are helping.

Those children who have attended the setting for a while have formed very close friendships with other children and invent their own games with leaders and followers. Play is extremely cooperative and children spend time chatting together about what they are doing. Children learn well about feelings and positive social behaviour. For example, children include new children very well in their play, showing kindness and care towards them. This helps children who have not been attending for long to settle well and quickly become confident in their new environment. Staff keep a mindful eye on new children to ensure they are not looking lost, but do not overwhelm children by taking over and directing their play. This is positive teaching as it enables children to find their way with confidence at their own level.

Children in every room demonstrate a positive and keen desire to learn. All aspects of the environment are set out extremely well, including the well-resourced outdoor area. Babies and toddlers enjoy interactive learning at group time because staff engage them all very well with the use of puppets and musical instruments. Staff are highly attentive to the needs of the children and know exactly what they each like. For example, one young toddler has a passion for music and staff always ensure that musical instruments are readily available for this child. Children use the computer to develop their computer skills and understanding of number, shapes, size and letters. Some children are very capable writers and also show a very good understanding of using numbers in a variety of

contexts. All children enjoy outdoor play in the well-resourced garden areas and in the additional 'indoor-outdoor' area, which is also used for gardening, messy crafts and sand and water play. Children use the apparatus skilfully and show very good physical ability. For example, they crawl on all fours across horizontal ladders, balance carefully as they step from one tree stump to another, and climb rope ladders well.

Parents are fully involved in their child's learning as staff work closely with them to ensure that they can continue their child's learning at home. Key staff complete the progress check at age two and fully involve parents in this process. This helps to identify, at an early stage, if a child may benefit from specialised support, particularly with their language skills. Parents also contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their progress. Parents have access to their children's learning journal at any time and contribute observations from home. This allows staff to take account of a wider range of experiences each child has outside of the setting. This helps children to feel valued and secure as staff talk to them about their family, their pets and things that they have done on holiday and at the weekend. The strong involvement of parents and the skilful teaching of the staff help children to make good progress and prepare them very well for their move to school.

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

The successful implementation of the key person system and effective deployment of staff ensure that all children develop very secure attachments. Staff focus extremely well on helping new children to settle and place significant focus on the three prime areas of learning to achieve this. This contributes to the children's sense of well-being and their ability to form positive relationships with their key person, staff and children. Staff gather comprehensive information from parents about their child's routines and individual needs when they first start. They use this information well to support children with the move from home to the nursery. Children's moves throughout the nursery are also supported very well as they have gradual visits to their new room so that they can anticipate their move with confidence. Children settle quickly and happily explore their environment knowing that staff are close by. As they become more confident, they form friendships with other children and become more self-assured with leading their own play and inventing games with others. The staff are good role models and use positive techniques for managing children's behaviour. This impacts well on helping children to develop their cooperation during play by recognising the importance of sharing and taking turns. It helps promote children's independence and builds their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring.

Children are encouraged to explore risk as they use the large apparatus outdoors and tools, such as knives at snack time and scissors, hole punches and staplers for their creative work. Babies and toddlers use utensils well at mealtimes and know to sit safely in their chairs. All children show a good awareness of safety. They enjoy learning about safety from 'PC Paws' who is the safety teddy bear for the nursery. Children complete risk assessment checks every day with a member of staff and 'PC Paws'. Staff make very good use of this teddy bear to help children learn about all types of safety in ways to which they can relate. Children learn about the importance of healthy lifestyles through the provision

of healthy snacks and daily opportunities to access the outdoor environment. They develop self-care skills and become increasingly responsible as they help with organising the plates and cups for mealtimes, pour their own drinks and help to tidy away. Children use the bathroom independently when they feel able to do this or staff support them by taking them and helping them with their clothing and hand washing when they are young. The setting is very well resourced, provides a very welcoming and homely environment for children both indoors and outside, and supports their all-round development. Children have access to the continuous provision of resources so they make decisions about their play and become active in their learning. Children are successfully developing the emotional security and confidence for their move to school.

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

Children are effectively safeguarded because all staff attend relevant training and demonstrate a comprehensive understanding of the symptoms of abuse and the procedures for reporting concerns. Safeguarding is prioritised at all staff meetings to ensure that regular updates are shared with staff and that they maintain high levels of competency. The nursery has the full range of policies and procedures needed to organise the setting effectively and to keep children safe. These have been fully updated since registration because this nursery is a new nursery that combines two previous nurseries in the company chain. Staff prioritise the safety of the environment each day by completing thorough safety checks and making sure the equipment is safely set out. The risk assessments, monitoring of visitors to the setting and good security of the premises ensure that risks to children are effectively minimised. Robust recruitment, induction and vetting procedures ensure the suitability of adults employed. In addition, the provision of regular appraisals, staff meetings and ongoing training supports the development of effective team working. Monitoring the quality and effectiveness of the nursery is a significant strength. The manager has an excellent overview of the quality of the educational programme through monitoring the documented observations staff complete. She also undertakes regular observations of staff in practice to assess the effectiveness of teaching and learning. Observations and assessment are purposeful and clearly show how staff link the areas of learning to the development bands to raise next steps and plan effectively for individual children.

The manager is highly qualified, experienced and has very high aspirations for the quality of the nursery. She has successfully taken two different staff teams, from two different nurseries, and formed one, very strong, cohesive team. Staff work very well together and all share the high ambitions for quality. Systems for self-evaluation are reflective and raise precise targets for driving improvements. In the short time the nursery has been operational, a great deal of hard work has taken place to transform the building into a stimulating learning environment for children. Purposeful plans have been implemented for staff to consider where they need to go, how they are going to get there and what they need to do to achieve this. In addition to staff being fully included in driving improvements, parents are also fully included. A parents' partnership group has been set up, in addition to the electronic feedback forum that parents use to pass on their views. A parent calendar has also been implemented so that parents can join in with many, varied

activities. This is very successful and one parent is volunteering to teach French to the children in the pre-school room. Improvement plans show many future intentions that are well targeted to improve on the already high standard of learning that children receive. For example, the outdoor area is having more growing areas made so that children can grow a wider range of vegetables and learn how to cook these.

Parents are fully included in the setting and support improvements well by making good use of the online feedback service the nursery provides. The effective partnerships with parents ensure they are involved in their children's learning and development and are kept well-informed through daily chats and consultation days. There is a wealth of information on display so that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. They are also invited to 'play-and-stay' sessions and many other types of interesting activities, which enables them to join in with their child's learning. Parents also receive a welcome pack that makes them aware of the nursery practices, policies and procedures. Parents spoken to during the inspection provided very positive feedback regarding the nursery. They feel very happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. They feel they are kept very well informed and that staff are extremely approachable and helpful. Partnerships with external agencies and other providers are also well established and further support staff with successfully meeting the needs of all children to help them make good progress. These successful partnerships and the good level of learning children receive prepare them very well for their transition to school.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY455424
Local authority	Lincolnshire
Inspection number	890652
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	79
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, which are usually the childminder's 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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