

# The Old Station Nursery, Wragby Road

The Old Station Nursery, 145 Wragby Road, LINCOLN, LN2 4PL

<b>Inspection date</b>	19/04/2013
Previous inspection date	15/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 make good progress throughout the nursery and become increasingly confident, active learners who are prepared effectively with the skills they need for school.
- The introduction of the second toddler room supports children well with making their transition into the pre-school room because staff use specific areas of learning well to build on children's existing knowledge.
- Children form strong bonds with key staff and quickly become secure and settled.
- Partnerships with parents, schools and specialised professionals are firmly embedded and help all children make progress.

### It is not yet outstanding because

- Children's participation with helping to develop the outdoor area is not maximised by taking full account of their ideas or fully promoting their practical skills.
- There is scope to involve children more at snack time to develop their independence and their understanding of healthy eating choices.

## 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 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 and staff.
- The inspector observed children in the playrooms and outdoors.
- The inspector had meetings with the manager and owner and 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, Wragby Road was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of the Old Station Nursery Ltd chain. It is situated in converted residential premises in Lincoln city, and is managed by an onsite manager and overseen by the Proprietor. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and two members of staff at level 4. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery offers 52 places. There are currently 86 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- give children more opportunities to contribute their ideas to the development of the outdoor area by; enabling them to design practical, attractive environments, such as flower beds and help organise the outdoor equipment
  
- promote children's independence more by; encouraging them to help prepare their snacks and pour their drinks, and by creating more time to discuss options so that young children know they have choices between healthy options.

## Inspection judgements

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

Children make good progress towards the early learning goals. They take part in, and learn from, a stimulating and effective range of play experiences. Staff have a good understanding of how children learn and plan around their individual needs. They assess children's current stages of development when they first join the nursery, so that they know children's starting points. Staff in the baby room and younger toddler room focus children's learning well around the three prime areas of learning. As a result, very young children quickly learn to explore their environment with confidence and to become active

learners by making their own choices. A second toddler room has recently been introduced for older toddlers who are soon moving into the pre-school room. This works very well as staff work with a small group of children. The staff start to build on the children's existing skills by applying the specific areas of learning to help them make progress. This contributes well to children's preparation for their next steps in learning that take place in the industrious pre-school environment. All staff encourage children's learning through both adult-led and child initiated play. Observations and assessments show how children are making good progress in all areas, which staff share with parents. Children with special educational needs and/or disabilities receive good support because staff assess their needs and share this information with parents through 'all about me' books and individual learning plans. Staff work closely with external agencies and parents to develop these individual learning plans and set meaningful targets to help the child progress. This early intervention helps children to make progress and close gaps in their learning.

Staff motivate children's interests effectively by joining in their games and showing their own enthusiasm and interest. This helps to support all children, and especially those who speak English as a second language because staff model play in ways all children can understand and join in with. A good all-round knowledge of the children helps staff ensure activities are tailored towards individual interests. For example, a planned activity helps a baby learn about sand and textures. This is organised because the baby is going on holiday soon so the staff give the baby sensory, beach experiences. Children in the youngest toddler room learn to make dough one day and the next day use this for creative play. Consequently, children show clear signs of effective learning as they become engrossed in their current favourite activity. Children develop a good understanding of numbers, shapes and colours because staff model the use of vocabulary. For example, triangles and squares, or bigger and smaller as children are playing with their dough. Children's mathematical language develops well as they progress through the nursery. For example, a child in the pre-school rooms talks about 'the millions of toys' there are at home. A broad range of books are readily available and children access them independently. They curl up in the cosy area to look quietly at the pictures, or show them to an adult so the book can be shared. By the time the children are in pre-school they are very articulate and initiate all manner of conversations. Staff show interest in children's conversations and help them recall activities they have enjoyed, such as walks to places of interest or playing outside in the puddles. As a result, children's communication and language development is good, which helps them gain essential skills for when they move on to school.

Children show an enthusiasm for writing and drawing and utilise the available pens, pencils and markers readily. Older children attempt their names, forming recognisable letters on their artwork and show a good sense of pride as they show their work to staff. In the pre-school room children really enjoy the phonics activities and the majority can do the sounds and actions very well. Staff plan a good range of sensory activities that enable children to explore texture, form and colour, such as play dough, foam, rice and sand. Children enjoy regular walks in their local community, where they learn about their environment and jobs people do. For example, they go to the pet shop to buy food for their rabbit. They take the rabbit to have its injections and know this is to stop it from becoming sick. Children have good opportunities to learn about nature and animals as they go on bug hunts and look after chicks in an incubator. Staff equip the outdoor area

with a good range of activities that children enjoy, such as climbing and balancing resources, growing areas and sets and wheeled toys. Overall, the area is used well to support most aspects of children's learning and benefit their health. The nursery is making further improvements to the outdoor area to further enhance children's learning. However, staff have not considered involving children with the planning and design of the new elements that are being added. Therefore, children's ideas, critical thinking, design and practical skills are not being utilised to the fullest potential.

Parents have good opportunities to share in their children's learning. They receive regular updates on children's progress and can talk to their child's key person daily. Their child's learning journals are available for them to see at any time and they are invited to contribute to these with observations from home. They also have a 'WOW' wall where they add special achievements, news and experiences their child has at home. Staff use this information well to enhance planned activities for children and to promote their language as they talk about them. The strong partnerships help to ensure that children are well prepared to move on to the next stage in their learning, including school.

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

Children feel secure and safe and form strong attachments with staff because staff promote the prime areas of learning well. Secure settling-in arrangements gives families time to become used to the setting and staff, enabling children to comfortably separate from their carers. This positive experience enables children to anticipate their future transitions with confidence. Staff gather good information from parents about their child's needs and home routines so that they can ensure that these are followed. Staff are good role models as they show affection and guidance to children. They are deployed well across the nursery, so are able to support children and keep them safe. Children behave well and are kind and caring towards each other and staff. They like to help with small tasks, such as tidying away their toys, and clearly enjoy each other's company. Staff encourage children to share and takes turns and help them to understand cooperative play and team work. This progresses very well as children's attendance increases and they become used to routines and expectations.

Children's physical development is supported well. Children learn to manage risk safely by using tools with care, for example, as they handle and cut paper with scissors. They have lots of outdoor play and develop positive attitudes towards healthy physical activity. Children attend to their own personal hygiene, for example, washing their hands after using the toilet and brushing their teeth after lunch. They learn to dress themselves appropriately for going outside and persevere well with putting on their coats, shoes hats and gloves. This supports their growing independence and helps them prepare for the transition to school. Children enjoy a broad range of healthy, home-cooked foods in pleasant social surroundings. They also have healthy supplementary snacks in the morning and afternoon to ensure they do not become hungry. However, children's independence is not maximised as they do not always have the opportunity to pour their own drinks, or to help prepare the snacks. Furthermore, children are not always given a choice of healthy options, for example, between grapes or some apple slices. This results in some children not eating what they are given and not learning as well about healthy options as possible.

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

The manager monitors the curriculum effectively, which means that children learn from a broad range of activities and resources. Staff have a good knowledge of how to support children through play, which helps children learn new skills and make consistent progress in their overall development. Good planning and assessment of children's levels of development means staff know how and where to support children in their next stage of learning. The manager monitors staff performance as she works closely with staff as part of the team. She offers support and guidance through regular supervision and appraisals. There are robust procedures for performance management to ensure staff have suitable opportunities to strengthen their skills and gain additional qualifications. All staff also meet together regularly as a team to discuss issues and new initiatives and to share their ideas to further develop good practice. They also attend company team days and training days where they meet with staff from all the nurseries in the chain. This helps staff to increase their own professional development and to share ideas on a wider scale by disseminating good practice between the nurseries.

Staff follow good procedures to safeguard children. They carry out risk assessments for indoors and outdoors, and when taking children on trips. This enables them to identify, record and remove any potential hazards. Staff ensure the nursery is secure and fully implement procedures that require all visitors to the nursery to show their identification and sign the visitor's book. Staff know and understand safeguarding procedures so can identify concerns and make a referral to the appropriate external agency to help protect a child's welfare. A comprehensive range of policies and procedures give staff clear guidance and keep parents well informed about the provision. The proprietor has secure company recruitment and induction procedures in place to ensure staff and students are suitable and understand their responsibilities. As a result, children's safety and well-being are successfully promoted.

The proprietor, manager and staff all share a vision for driving improvements. Strong self-evaluation helps identify the nursery's strengths and weaknesses in order to enhance the provision and opportunities for children. For example, many improvements, including those raised at the last inspection, have been made since the last inspection. These include various training opportunities for all staff, implementing a new system of observation, assessment and tracking of children's progress. Outdoors has been developed, although this is ongoing and is included on the current improvement plan. The most significant improvement is the introduction of a second toddler room, which successfully helps support children with their transition into pre-school. The nursery also works closely with the local authority to improve areas of practice. This means improvements are continually being raised and fed into a well-targeted improvement plan. The staff know the parents well and speak to them frequently. Therefore, they gain a good general understanding of their views, which enables the manager to incorporate these effectively into the improvement plan. Furthermore, parents are provided with questionnaires and also have a secure online service where they can express their views.

Effective partnerships with parents, external agencies and local schools help children to prepare for school. Parents say they feel their children are safe and well cared for and that they make good progress quickly. They feel they are kept well informed about the progress their child makes and of ways they can help support this at home. Parents view photographs of children's play and learning through a social networking site, which is only used for the parents of children who attend the nursery. The management team use this form of communication to inform parents of relevant information about the nursery. The setting has strong links with other agencies, such as the local authority, to ensure there is good support for children with special educational needs and/or disabilities.

### **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 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

<b>Unique reference number</b>	EY340525
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	909162
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	86
<b>Name of provider</b>	The Old Station Nursery Ltd
<b>Date of previous inspection</b>	15/03/2010
<b>Telephone number</b>	01522 870 111

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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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