

# The Old Station Nursery, Newark

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

<b>Inspection date</b>	22/08/2013
Previous inspection date	01/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The owner and manager seek everyone's views to inform their self-evaluation of the nursery. They use these views to carefully plan and make positive changes, which continually improve the provision for children.
- Children make good progress in their learning and development. This is because practitioners provide them with a wide range of interesting and stimulating activities based around their individual interests.
- Children form secure emotional attachments to practitioners. Consequently, they are happy and content and have good levels of confidence and independence.
- Children of all ages behave well and are learning to share and take turns. This is because practitioners are good role models and give positive praise to children.

### It is not yet outstanding because

- Some practitioners do not always make best use of open-ended questioning techniques to help children acquire language skills and encourage them to think about and solve problems.
- The nursery has not fully considered ways to prepare all children for their move to school.

## 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 observed children during activities indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, deputy manager and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Joanne Gray

## Full Report

### Information about the setting

The Old Station Nursery was originally registered in 2007 and re-opened at the current premises in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Newark area of Nottinghamshire, and is part of a chain of nurseries operating as The Old Station Nursery Limited. The nursery serves the local area and surrounding areas, and is accessible to all children and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff, of these, six hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery also offers care to children aged over five years through an out of school club each morning, afternoon and during the school holidays. There are currently 41 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:

- enhance children's language and thinking skills further by making sure all practitioners use open-ended questions, and give children time to respond to them, as they support them in their play and learning activities
  
- consider further ways to prepare children for their transition to school, for example, by providing photo books of their new schools so they can familiarise themselves with where they will be moving to.

## Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and know that children learn through play and first-hand experiences. They plan activities and experiences around the children's interests, while taking into account their next steps in learning. For example, they use children's love of outdoors to plan an activity to extend their mathematical skills. Detailed observations and assessments and the progress check

at age two are all completed well. This demonstrates that children are making good progress towards the early learning goals and are developing a good range of skills in readiness for school. Parents are involved in their children's learning and practitioners provide opportunities for parents to extend children's learning at home. For example, they share the signs for 'please' and 'thank you' they have been using with the babies and toddlers.

Children are developing a good understanding of the natural world because practitioners grow vegetables with them in the outdoor area. They are curious about what could have been eating the cabbages and practitioners give them clues to help them work it out. For example, 'It's like a snail, but doesn't have a shell'. Children talk about slugs and snails and practitioners ask them what they need to do if they touch them. The children remember that they need to wash their hands or they will get 'tummy ache' and then recall a game they played with a similar name. Later the practitioners follow the children's interest in this and play the game with them. Practitioners support children's mathematical development in fun ways. For instance, as children are filling wheelbarrows with weeds they ask them 'How many wheelbarrows will it take to fill this sack?' They also encourage children to complete simple addition by asking 'How many wheelbarrows will we have if we get one more?'

Children with English as an additional language have confidence to learn English as they have their own languages valued in the nursery. For instance, practitioners have learnt some key words in the children's home language. Children listen to stories with increasing concentration because practitioners read to them using varied tones of voice and include puppets to maintain their interest. However, sometimes practitioners miss chances to ask open-ended questions, so children are not always encouraged to think for themselves and solve problems. Also, they do not always give children time to think about what they have asked before repeating questions. Children are motivated to learn because practitioners give them specific praise as they carry out activities. For example, they tell them 'good remembering' as they talk about what they did last time. Children's reading skills are supported because they have access to a wide range of books, which are regularly added to when they go on trips to the local library. They access mark making materials all around the nursery and enjoy practising their early writing skills outside on a large chalk board.

Children have free access to a computer, compact disc players and use torches in the sensory room so they learn to use technology. Children learn about similarities and differences between themselves and others because they look at books practitioners have made with photographs of the children's families in them. They also look at photographs on a display, showing places some of them have visited 'around the world'. Babies have access to a wide range of natural materials so they are learning about the world around them using all their senses. Children's artwork is displayed around the nursery and they take part in a variety of creative activities. For example, they make different coloured footprints on a large sheet of paper. They show they have vivid imagination as they play with small figures and building blocks. Practitioners show a genuine interest and join in children's imaginative play and this means children are supported to represent their own ideas.

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

Practitioners greet children warmly when they arrive and ask them how they are today. Therefore, children settle well and play happily, showing they are secure in the nursery. Children have strong attachments with practitioners and have a good sense of well-being because there is an effective key person system in place. The nursery has a homely atmosphere, particularly the baby room, and this means children, parents and visitors feel welcome. Practitioners find out about children's needs and interests from parents, before they start at nursery. This continues throughout their time at nursery and means children's needs are always met. Children's behaviour is good and different ages play very well together. This is because practitioners are skilled at explaining to children what is good about their behaviour. For example, when a child gives another child one of their toys the practitioner tells them 'thank you that's very kind of you'. They also have age appropriate strategies in place to help children learn to share. For example, they provide duplicate resources for toddlers and use timers with older ones.

Children are well-prepared for moving rooms in the nursery because they have lots of visits before they change. Practitioners read storybooks to the children about starting school and they talk with them about where they will be moving to. The manager also attends meetings at the local children's centre where she meets with some of the teachers from the schools children will be moving to. Consequently, she shares information about the children's personalities and learning and development in preparation for their move. However, not all teachers attend these meetings and this means some information is not shared to support all children's transition to school. The nursery also has some children attending whose parents are at a nearby college, so they have long summer holidays. The nursery has arranged with the college to let the children come in for 'retainer' days during the holidays so they remain settled and happy.

Children learn to keep themselves safe because practitioners remind them to hold on to the bannister as they come down the stairs. They are becoming independent as they take themselves to the toilet and wash their own hands afterwards. Children talk about the germs they are washing away and remember they have to put on the soap and rub it in well. This shows that these healthy routines are well-embedded. Children are learning to be active and understand the benefits of physical activity as they have access to a large, well-resourced outdoor area. They also visit the local college to use their sports hall twice a week. Children are provided with healthy meals and snacks, freshly prepared by the nursery cook. Parents comment that children really enjoy the food and have asked for the recipes. The nursery has made a book with the recipes in and parents purchase it, all proceeds go to charity. Therefore, children and their families are learning about the importance of a healthy diet.

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

Children are safeguarded in the nursery well because all practitioners have a good understanding of the safeguarding procedures and have all received appropriate child protection training. Good recruitment and induction procedures mean all practitioners are

suitable to work with children and understand their role in the setting as soon as they start. Children's safety is given high priority throughout the nursery as they employ a health and safety consultancy service to carry out thorough risk assessments. In addition, practitioners carry out and record daily checks on the environment to make sure it is safe for the children. All practitioners have a relevant paediatric first aid certificate and accidents are well-recorded and details are shared with parents. Children are well-supervised because the manager carefully plans staffing to ensure the correct ratios are maintained and practitioners deploy themselves well, both indoors and outdoors. The nursery has procedures in place to administer medication to children, and gains the relevant consents from parents. However, recently this procedure was not followed correctly as practitioners did not keep a paper copy of the times and dosage medication was given. Since this happened the owner and manager have worked hard to address this area and have introduced new medication forms for children's regular medication. They have also made sure all practitioners are fully aware of the procedure. Consequently, arrangements for administering medication are good.

Practitioners have a secure knowledge of how children learn so they are able to plan stimulating and challenging experiences for their key children. They record observations of children's progress in their individual learning journals and track their progress every term. The manager has a good overview of the children's learning and development because she collates these progress checks and uses the information to identify any gaps in their learning. All practitioners have regular supervision and work with the manager to review their own practice and identify any training needs. Practitioners attend a variety of training courses and use their new knowledge to enhance the range of activities available for the children.

Partnership with parents is effective because practitioners establish good relationships with them from the start. Parents speak highly of the nursery and enjoy coming to parents' evenings, and to share coffee and biscuits in their own room. In addition, parents are asked to contribute their ideas for improving the nursery during regular 'parent forum' meetings and by completing online satisfaction surveys. The manager also gains the views of practitioners and children, and together they complete clear action plans to further improve the nursery. For example, they have developed the outdoor area and children have created their own 'fairy garden'. The nursery shows a good capacity to continually improve and has addressed all recommendations from the previous inspection within six months. The nursery works well with other professionals to support children with special educational needs and/or disabilities. They also share information with other settings that children also attend. This ensures continuity in their learning and means that all children make good progress given their starting points.

### **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>	EY450078
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	927799
<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>	60
<b>Number of children on roll</b>	41
<b>Name of provider</b>	The Old Station Nursery Ltd
<b>Date of previous inspection</b>	01/02/2013
<b>Telephone number</b>	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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