

# The Old Station Nursery at The Marina

Lincoln Marina, The Holmes, LINCOLN, LN1 1RD

<b>Inspection date</b>	17/09/2013
Previous inspection date	11/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		1

## The quality and standards of the early years provision

### This provision is good

- Activities match children's interests and meet their 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 and listening skills well through a wide range of stimulating activities and effective teaching.
- Children form strong attachments with their key person, other staff and children. They show a strong sense of belonging and are extremely independent, confident, motivated and enthusiastic learners.
- Managers have high aspirations and an exceptionally strong commitment to driving continuous improvement to benefit the children and meet their needs.

### It is not yet outstanding because

- There is some scope to enhance children's mathematical learning in a minority of activities and general play experiences.
- There is some scope to enhance the organisation of some planned activities, for example, by giving further consideration to the time of day and appropriateness of resources, including having examples to show children to fuel their imaginations and creativity.

## 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 met with staff and children.
- The inspector observed children in all the playrooms and outdoors.
- The inspector and manager completed a joint observation.
- The inspector looked at children's learning journals, care sheets, planning and a range of policies and procedures, and spoke with parents.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

The Old Station Nursery at The Marina was registered in 2006 and is 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 and is situated in purpose-built premises in Lincoln. The nursery serves the local area and is accessible to all children. It operates from two adjacent buildings, with the main nursery building having two rooms where pre-school children and children aged from two to three years are cared for. The adjacent building provides care for babies. Both buildings have an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, and two hold level 6. One member of staff has Qualified Teacher Status.

The nursery opens five days a week all year round, closing for public holidays and one week at Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently 94 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- develop further the programme for mathematical learning so all children benefit from opportunities to build on their skills and knowledge during everyday routines and activities
- organise the resource for planned activities more effectively to fully fuel children's imaginations, and consider the appropriateness of providing activities that involve food immediately prior to lunch.

## Inspection judgements

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

Children and parents are greeted warmly by staff, who have a strong commitment to making the nursery a welcoming environment. Many changes have taken place in the nursery since the new manager started. These include a complete re-evaluation of the effectiveness of the environment, both indoors and outdoors, which has had a positive

impact on the educational programme. Additionally, a significant amount of staff support has been provided to help enhance the quality of teaching. These changes have developed staff's confidence with teaching and their ability to ensure that resources are used to the best possible advantage by children. As a result, children in all rooms enjoy leading their independent play with friends and toys of their choice, as well as engaging in well-planned, purposeful activities.

Children are highly motivated and eager to learn. All staff have good knowledge of how young children learn through play, and skilfully bring in the areas of learning to enhance and extend their experiences. Staff listen well to suggestions that parents make, and incorporate their ideas when they plan for individual children. For example, a member of staff planned a bracelet-making activity in response to a discussion with a parent.

The activities are mostly planned well. However, some resources, such as small beads, are a little difficult for young children to thread. Staff recognise the difficulty and provide alternative resources for them to try. However, children's imaginations are not fully fuelled as they are not always provided with examples to show what can be achieved. Some opportunities to consolidate children's understanding of mathematics are missed. For example, during some activities, children are not encouraged to sort, count or use mathematical language, such as talking about the different colours of beads, length and counting. However, in the majority of cases, planning and staff interaction cover all areas of learning well, and place equal emphasis on indoor and outdoor activities. Plans show how individual children are grouped appropriately to focus on their next steps in learning. Key persons know the individual children well and use their observations effectively to evaluate children's progress and identify their next steps.

It is noticeable how well all children develop their language skills. The majority of children are highly articulate and express themselves with confidence and purpose. Children listen well and show a good understanding of what is said to them, by extending conversations. For example, staff members in the toddler room tell very young children that they are going to need to get smaller spoons as the ones left are too big. When the children are given the smaller spoons, the children say 'thank you, a proper spoon'.

Children aged three years in the pre-school room talk constantly about pirates, attempting to use very good vocabulary independently, such as 'swashbuckler'. Staff engage well in children's play through their purposeful interaction and conversation, and by asking questions that contribute and show children that they are interested in their ideas. As a result, children initiate conversations and talk confidently about what they are doing. Children develop a good understanding of written language through the use of books and mark-making activities. Staff fully include children at story time by asking them to choose a book. Several stories are read to children as staff spend time focusing on developing children's enjoyment of books. Children enjoy listening to the stories and also enjoy re-telling their favourite story to the group. Children have good access to technology, which develops their understanding of communication further and also their problem solving and physical coordination skills. This contributes well to helping children acquire and apply appropriate skills for their future lives and their move on to school.

All children use the outdoor space for all areas of learning. The toddler and pre-school

area is very stimulating and children enjoy gardening, listening to stories in the library shed, climbing, balancing and using large construction resources to build with. All children enjoy exploring different media, both indoors and outdoors. In the baby room, role play is enhanced as babies play with pasta, rice and real fruit and vegetables. Although this is positive learning, a disadvantage is having real fruit available during the morning just before lunch. Babies enjoy eating the apples in their role play and continue to do this until lunch is ready. This has an impact on how hungry they are for their main meal. In spite of this, babies have very enjoyable experience and receive positive support from staff, who focus well on the three prime areas of learning. They develop the babies' confidence to be independent through making their own choices, and they engage them in activities that they like, such as bathing dolls. Through an activity like this, babies learn the words for parts of their body and develop their understanding of caring for others.

Parents are included very well in their child's learning. Daily chats take place at the start and end of the day so that parents know what the day will consist of, what their child has been doing and how they have been. They have continuous access to their child's learning journal and can discuss this at any time with staff. All parents are invited to send observations and experiences of things their child is involved with at home, which many do. Staff use all information that parents provide effectively for planning, which helps to ensure that they take notice of the child's experiences and achievements in a wider context.

### **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 strong attachments so they feel safe and happy while in the nursery. Transitions from home to nursery are smoothed by staff, who gather comprehensive information from parents about their child's individual needs. Children's transitions through the nursery are also supported well. For example, babies who are due to move into the toddler room start to use pallet beds to sleep on, as these are used in the toddler room. All children have transition visits before they move into their new room, which helps them to settle well and familiarise themselves with new routines. Staff focus effectively on the prime areas of learning, and children are very independent and confident as a result. For example, the baby room has lots of clear floor space to promote the physical development of young babies. Babies can learn to roll, crawl, stand and take their first steps in safety. The manager and staff treat all children respectfully, showing kindness and affection. Routines are clear and consistent so children know what is expected of them. As a result, children behave very well at all times, showing kindness towards one another. They are emotionally well equipped for their next steps, particularly the move on to school.

Staff give high priority to children's safety and well-being. They implement robust procedures to promote positive hygiene routines and high standards of hygiene within the nursery. Older children are independent in taking care of their personal needs, such as using the toilets, washing their hands, brushing their teeth and getting dressed to go out to play. Children eat healthy foods and learn to appreciate the importance of a healthy diet. Meals are prepared on the premises from fresh ingredients. Children serve

themselves at mealtimes and demonstrate positive social learning. Children eat extremely well because, after careful consideration, the morning snack has been removed. This has had an extremely beneficial impact on children's enjoyment of their main meal. They are now fully ready for their lunch and eat extremely well. Children have a snack mid-afternoon and a light tea a couple of hours later. Snacks and meals are well-organised every two hours, which ensures children are not hungry, but have healthy appetites for main meals that are well balanced, nutritious and contain many vegetables, which all children enjoy eating. Children's good health is also promoted well as they have a great deal of physical exercise and fresh air in the well-resourced outdoor areas. They learn to take risks safely as they climb, use tools to dig and plant, and enjoy playing in the newly installed mud kitchen. Additionally, children walk to places of interest and learn about road safety. They practice emergency evacuation and begin to understand the dangers of fire and the importance of listening well to staff.

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

This is an extremely well managed nursery where staff morale is very high and teamwork is strong. The new manager is exceptionally ambitious and has high aspirations for driving improvement. She is extremely motivated and enthusiastic, and inspires staff to share her vision for the future of the nursery. As a result, many significant improvements have been made through extremely reflective self-evaluation that fully includes the views of staff, children and parents. All previous recommendations have been successfully addressed. Through an additional evaluation of the effectiveness of the action taken to date, further improvements have been made to meet the high standards of the new manager. Purposeful targets are raised, and as these are achieved, new targets replace them to keep the nursery moving forward. To date, the environment has been completely re-organised to enhance learning for children. The quality of the educational programme and the effectiveness of teaching are fully monitored to ensure that children receive the best learning possible.

Children are safeguarded extremely well as staff are fully conversant with the policies and procedures, and translate these effectively into practice. They all have a thorough knowledge of their duty to protect children and have completed relevant training. Safeguarding training is an ongoing process in the nursery, and staff are provided with regular updates and in-house training. More robust processes have been introduced by the manager to ensure more rigorous monitoring of accidents and existing injuries. All staff are fully informed and use the new systems automatically, fully understanding the relevance and importance of these new initiatives. The nursery is organised very well to ensure the safety of children and others. All aspects of the premises and outings are fully risk assessed, and daily safety checks are completed to help promote the continued safety of the children. This includes the new introduction of risk assessment white boards in each room. Every member of staff must add an assessment of risk if they notice a hazard, and note what is being done to minimise this. All activities are fully risk assessed and the manager gathers information to monitor this. Effective security systems and safety measures are in place, and visitors are greeted personally, signed in and are escorted at all times. All staff and students are appropriately vetted for their suitability to work with

children, and all participate in a robust induction process. All staff have current first aid qualifications, which promotes children's health in the case of illness or injury.

The manager and the educational lead for the nursery monitor the effectiveness of teaching and learning extremely well by overseeing observations, assessments and planning, and by observing staff in practice to ensure they implement teaching to a high standard. They are aware of the minor weakness that exists with some aspects of mathematical learning and are starting to move this forward. However, this is not fully effective yet. They model highly effective practice by often joining in with activities or by providing staff with constructive feedback about their teaching practice. The manager and the educational lead know every child and parent in the nursery very well, and use this knowledge effectively to ensure that staff help progress individual children with their learning and developmental needs. Staff are further supported through regular supervision sessions and appraisals, which help identify and address any training needs or requests. Partnerships with parents, other settings, schools and specialised professionals are established well. Staff attend transition meetings with the schools children will attend, and this helps with children's transition process. The nursery has a strong parent partnership group, which works very well. Parents help with fundraising events and have a strong voice in the nursery, helping to decide where money is best used and where improvements are needed most to meet the needs of their children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY340569
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	917583
<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>	80
<b>Number of children on roll</b>	94
<b>Name of provider</b>	The Old Station Nursery Ltd
<b>Date of previous inspection</b>	11/05/2011
<b>Telephone number</b>	01522 511333

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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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