

Station House Children's Day Nursery



Station House, Common Road, Dunnington, York, North Yorkshire, YO19 5RY

Inspection date	19 September 2016
Previous inspection date	28 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is an effective key-person system in place that helps children to form secure attachments with staff. Staff use effective, personal targets to match children's individual needs.
- Staff have a calm and consistent approach to behaviour management. Children are aware of what is expected of them and behave well.
- The nursery has a positive partnership with parents who regularly contribute to their children's learning journeys. They are actively involved in the nursery as they receive daily verbal communication. Regular newsletters inform them of current projects and activities.
- The well-qualified staff know children well. They use their knowledge and good observations to deliver an educational programme to meet children's individual needs. Next steps in learning are identified and implemented to ensure children are continuously challenged. This supports them to become highly motivated learners.
- The manager has reflected on the nursery's practice. She has taken into account the views of children, parents and other professionals. Overall, these help the manager to identify her strengths and areas for future development.

It is not yet outstanding because:

- The monitoring and supervision procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- Staff do not yet fully analyse the information they collate about children's achievements to be sure that different groups are making equally rapid progress.

What the setting needs to do to improve further

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

- embed procedures for the supervising and monitoring of staff that enhance the good quality practice even further
- enhance the use of information about the achievements of different groups of children that helps them make rapid progress in all areas of learning.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed self-evaluation and the impact this has on the setting.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and staff successfully assess risks. They undertake safeguarding training and there are clear policies and procedures implemented which help to keep children safe. Staff have a secure awareness of possible child protection issues. They have a clear knowledge of the processes to follow should they have concerns. Staff share children's progress records with their new schools which promotes continuity of care and learning for children.

Quality of teaching, learning and assessment is good

Children develop good communication skills and are confident talking to staff and each other. Children are provided with constant praise and encouragement. This enhances their self-esteem and effectively develops their personal, social and emotional skills. Staff are very good at engaging children and motivating them to join in with activities. For example, staff and children in the toddler area play with play dough. Staff adapt their use of language and questioning to suit children's age and stage of development. Staff spend time with older babies who are beginning to walk; encouraging them to stand or take their first step. They encourage and develop children's reading skills effectively. For example, older children listen, pay good attention to stories and are keen to tell the staff about what they think. The management team checks the accuracy and consistency of staff's assessments. Overall, this helps to effectively monitor children's good progress.

Personal development, behaviour and welfare are good

The environment is warm and welcoming, which effectively supports children's all-round development and emotional well-being. Staff work with parents to settle their children into the nursery. They contribute detailed information about their child when they first join. This helps staff know children well from the start. Staff sensitively manage children's moves from one room to the next to ensure children remain happy and confident and settled. Children enjoy playing in the safe, secure and well-resourced outdoor area which helps promote their physical development well. For example, they use paint brushes to make marks with water and a toddler excitedly jumps up and down in the water trays. Children enjoy healthy snacks and meals. All staff are aware of children's dietary needs. They take time to find alternative recipes for those children with particular requirements. Mealtimes and snack times are social occasions. Staff join children at the table and encourage them to make healthy choices. Children build their independence and self-care skills at these times. For example, older children serve their own meals and younger children are supported to chop up their vegetables.

Outcomes for children are good

Children make good progress in all areas of their learning and development. They develop positive attitudes towards taking part in learning experiences. For example, older children benefit from taking part in French lessons. Children demonstrate increasing awareness of simple mathematical concepts. For example, they confidently count during daily activities. These opportunities help children to learn skills they need to prepare them for their move to school.

Setting details

Unique reference number	EY306093
Local authority	York
Inspection number	1059697
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	80
Number of children on roll	79
Name of registered person	Station House Children's Day Nursery Partnership
Registered person unique reference number	RP903563
Date of previous inspection	28 November 2012
Telephone number	01904 481222

Station House Children's Day Nursery was registered in 2005. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including three with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery also provides before- and after-school care and holiday care. Sessions are Monday to Friday, from 7.30am until 9am and 3.15pm until 6.30pm, during school term time. The holiday club operates from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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