



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY218342

DfES Number: 547394

INSPECTION DETAILS

Inspection Date 11/02/2005
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Old Station Nursery
Setting Address 7 Park Road
Faringdon
Oxfordshire
SN7 7BP

REGISTERED PROVIDER DETAILS

Name Old Station Nursery Ltd 4430168

ORGANISATION DETAILS

Name Old Station Nursery Ltd
Address 7 Park Road
Faringdon
Oxfordshire
SN7 7BP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Old Station Nursery is a private provision established in 2002. It operates from two buildings on the site of the converted old railway station in Faringdon, Oxfordshire. The children have access to an enclosed outdoor play area. Children come from the local community and surrounding areas.

A maximum of 60 children may attend the nursery at any one time. The nursery is open from Monday to Friday from 08.00 to 18.00 throughout the year. Children attend for a variety of sessions; wrap around care is offered for school age children up to 8 years. There are currently 80 children aged from 3 months to 8 years on roll. Of these 16 children, receive funding for nursery education. The nursery currently supports children with special educational needs and supports children for whom English is an additional language.

The nursery employs 15 staff, 9 of whom hold appropriate early years qualifications. There are 3 staff currently working towards a qualification.

How good is the Day Care?

Old Station Nursery offers good quality care for children. Staff provide a child centred, interesting and friendly environment for the children. A committed staff team work well together, most staff demonstrate a clear understanding of the stepping-stones towards the early learning goals. This provides opportunities for children to make good progress in all areas of learning. Most policies and procedures are in place and observed by staff.

Staff deploy themselves effectively to ensure the children have good support and are kept safe throughout the provision, however, safety and heating issues require further consideration in the older children's room. Staff practice and reinforce evacuation procedures regularly. Staff encourage the children to be aware of and follow good health and hygiene issues. Staff observe special dietary requirements and snack time is a friendly social occasion. There are appropriate child protection

procedures in place.

The children respond very well to the positive reinforcements and expectations of staff regarding behaviour. Staff are good role models and children are well behaved. The staff have a clear understanding of the individual needs of the children, acknowledging and valuing their differences. Staff assess children's development regularly, however, younger children's records are not always accurately dated. An effective system is in place to support children with special needs in partnership with parents and to support the welfare and development of children for whom English is an additional language.

The staff have a good relationship with parents, which benefits the children's learning. There is an effective system in place for sharing information through a variety of media including newsletters, parent's notice board and daily verbal exchanges.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A caring staff is in place who are committed to raising the standard of care, and experiences for children. Staff deploy themselves well to support the children in a child centred friendly environment.
- Staff provide stimulating and exciting toys and equipment and ensure they are presented in a way which makes them a fun, interesting, learning experience for the children. Children have good access to toys and resources, they treat them with respect, getting them out and clearing away carefully.
- Staff demonstrate through their actions a clear understanding of adopting a positive attitude, offering praise and encouragement and helping the children to understand, share, respect and show consideration for each other.
- Staff demonstrate a very good understanding of providing a planned programme for children with special educational needs. They work well with parents and relevant parties to ensure the children's inclusion in the nursery and their progression in all aspects of learning.
- Staff greet parents and children warmly on arrival. On arrival and departure, staff briefly discuss with parents anything important about their child. The good relationships between staff and parents helps promote the children's learning and ensure they are cared for in accordance with parental wishes, in a friendly caring atmosphere.

What needs to be improved?

- the effective and safe use of radiators in the older children's room
- younger children records to include dates of the development recorded to assist with future planning based on their individual needs
- written parental permission for their child to be photographed.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Develop a procedure to accurately date the younger children's development records to assist in future planning.
6	Make sure that radiators are used effectively and safely in the older children's room.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Old Station Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in creative, mathematical and physical development, knowledge and understanding of the world and personal social and emotional development.

The quality of teaching is generally good. Staff provide a wide range of interesting and stimulating resources and offer appropriate support to children's learning. Staff use questions and dialogue effectively to encourage and extend children's thinking. Senior staff have a sound knowledge of the early learning goals and stepping stones to achieve them, however, plans do not clearly outline the aims and objectives or how all staff will help children progress towards them. Communication and language skills are progressing well, however, staff miss some opportunities to promote literacy skills.

Systems support children with special educational needs and for children whom English is an additional language. Staff provide good role models and children are polite, considerate and respond positively to the high expectations and sensitive support of staff.

Leadership and management are generally good. A caring staff team is in place, which are enthusiastic. They aim to provide an environment where children learn through a wide range of activities, however, there is no system to monitor and evaluate the provision effectively to maintain and improve the care and education for the children.

Partnership with parents and carers is very good. This contributes well to the children's learning. Staff inform parents about the activities and routines through verbal exchanges and regular correspondence. Staff share their observations about the children and help parents understand how they can support children's learning.

What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff, expressing personal preferences and making independent choices. Staff work hard to build children's confidence and develop their self-esteem.
- Staff encourage good behaviour through example and attitude. Children are aware of the boundaries and expectations, this reflects in the response of the children to adult requests and in the way the children interact with each other.
- Children have the opportunity to count and use numbers regularly. Staff develop children's awareness of simple addition and subtraction through a

variety of situations. Songs and rhymes promote and reinforce learning.

- Children are able to explore and develop their knowledge and understanding of the immediate environment and wider world. Staff use effective activities from which children can learn first hand, for example, 'peat bog and insects' activity. Staff promote learning through simple experiments, objects, topics and discussion.
- Children's physical skills are developing well, and they have regular opportunities to consolidate skills, balancing and moving over and under equipment. Children are knowledgeable about their bodies and staff seize opportunities to increase their understanding, for example, why breath is white when it is cold.

What needs to be improved?

- the staffs understanding of planning and knowledge of the aims and objectives of the early learning goals and how children progress towards them
- the system to monitor and highlight the provisions strengths and areas for development to effectively maintain and improve the care and education for the children
- the opportunities for children to recognise their names, to mark make for purposes relevant to play and to label their own work.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff give high priority to developing children's self-esteem, building their confidence in a relaxed and caring atmosphere where the children feel secure. Staff encourage good behaviour through example and attitude. Children are aware of the boundaries and expectations, they are polite, courteous and show consideration for each other and adults. Children have good access to resources and are encouraged to choose for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well through a varied range of activities and experiences, they are articulate speakers who engage easily in conversation. Children have planned activities to develop fine motor skills and pencil control, however, staff miss opportunities for mark making relevant to play and name recognition through everyday events. Children enjoy stories, are beginning to understand the elements of stories and have access to a range of suitable books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a developing understanding of numbers and have opportunities to reinforce counting skills and number recognition during everyday activities, songs and rhymes. Children are beginning to understand the concepts of bigger and smaller, colour and pattern, in planned and everyday activities, for example, compare bear activity. There are opportunities for children to problem solve, identify shape, size and quantity, such as using different size containers to pour and measure water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, simple experiments and activities, such as, the 'peat bog and insects', activity and planting and growing, staff develop children's understanding of the natural world. Children have opportunities to question why things happen and how things work and have access to programmable toys to increase their skill and understanding. Staff make opportunities for children to explore the local environment and use displays to help children's understanding of their environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a clear understanding of their bodies; they understand the importance of remaining healthy and preventing themselves from harm. Children's awareness of the way their body's function is evident. The provision and planned use of appropriate resources and activities, indoors and outdoors, extends and consolidates children's physical skills in a way they enjoy on a daily basis. Children are developing increasing control and co-ordination in the way they move.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in imaginative play and stories; they enjoy adult-led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including art and crafts, music and role-play. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to explore two and three dimension materials are evident in displays, which shows the wide range of materials used.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure all staff have a clear understanding of planning and knowledge of the aims and objectives of the early learning goals and how children progress towards them
- develop an evaluation system to monitor and highlight the provisions strengths and areas for development to effectively maintain and improve the nursery education for the children
- provide opportunities for children to recognise their name, to mark make for purposes relevant to play and label their own work.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.