

# The Old Station House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY430329  
**Inspection date** 13/12/2011  
**Inspector** Marilyn Peacock

**Setting address** 22 Collier Row Lane, ROMFORD, RM5 3BP

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Old Station House Day Nursery is one of two nurseries run by this provider. The nursery opened in 2011 and operates from a refurbished two storey police station building in Collier Row in the London borough of Havering, close to shops and schools. Romford railway station is a short ride away. There is a fully enclosed outside play area.

The nursery is open Monday to Friday from 8am to 6pm all year. Children are able to attend for a variety of sessions. It is registered on the Early Years register and the compulsory part of the Childcare Register to care for a maximum of 42 children under five years of age at any one time, not more than six of this number may be under one year. There are currently 52 on roll. The nursery supports children with learning difficulties and/or disabilities and has appropriate systems in place to support children who speak English as an additional language. There are fourteen staff who work directly with the children eleven already hold an appropriate early years qualification three are working towards a recognised qualification. In addition, the owner is an early years professional is present daily to support the running of the setting. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly, welcoming environment in which their welfare, learning and development needs are met well. The provision made for babies, toddlers and pre-school children is good. Each child is seen as an individual, with a unique personality and interests. A part from one omission, children's safety and security is given high priority and children learn how to keep themselves safe in everyday ways. The nursery team recognises the need for continuous improvement to enhance the quality of the provision. An effective partnership with parents and with others involved in the support of children means that children's progress on their learning journey is assured.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- take all reasonable steps to ensure risks to children and adults when using the car park and forecourt are kept to a minimum.

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

Comprehensive health and safety procedures help to ensure that children's welfare is safeguarded. Staff understand the appropriate action to take in the event of any allegations or signs of child abuse. They are fully aware of their responsibility to protect children from harm and whom to contact with any concerns. Regular risk assessments and daily checks in each room help ensure all areas, equipment, activities and resources are safe. However, risks to children and adults using the car park still need to be assessed. Procedures to prevent the spread of infection are good helping to promote children's continuing good health. Qualified first aiders are always in site so they can respond quickly if a child should become unwell or have an accident while at nursery. Detailed accident records are in place and signed by staff and parents. Any medication administered is also recorded and again signed by parents. The continuing suitability of staff is promoted through appraisals, one to one meetings and observations of the staff at work. Team meetings help ensure consistency and encourage team work. There are many good training opportunities therefore all staff develop new skills and are well qualified for their roles and individual responsibilities. All required policies and procedures are in place to effectively promote children's welfare.

Parents and carers are made very welcome. An informative notice board gives them information on all areas of parenting and childcare. Photographs of the staff team help parents put a name to a face. The setting works well with parents to ensure children's individual needs are met. Children are allocated a key person who takes time to get to know their key children and families well. Parents and carers are kept well informed about their children's achievements, welfare and development. They are encouraged to comment on their child's learning diary and receive ideas of how to support their children's learning at home. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. The staff know the children as individuals and are therefore able to support their unique learning journeys. Should additional help or advice be needed, the nursery have formed useful relationships with a number of agencies involved in the support of children and families. Self evaluation is built into daily activities involving staff, children and parents to gain a true picture of the provision provided.

Most children are new to the setting and the key-person system works very well, as a result the children have settled well into their new surroundings. Staff have developed strong relationships with children and they are very flexible in their day to day approach, for example when required they willingly change children's key person to accommodate children's individual needs and preferences. Deployment of staff is good and children are well supervised at all times. The premises are bright and stimulating and all rooms are well equipped providing children with good choices and activities and resources which capture their imagination and sustain their interest. Staff carry out detailed observations of children at play which are used to identify their learning so far as well as what they may be finding more difficult. These observations then inform future planning for children's progress.

Children are valued as individuals and their choices and contributions respected. They play an active part in planning, working with the staff to identify activities and resources which interests them and they wish to explore in more detail. They have very good opportunities to learn about different cultures and traditions. Sharing festivals and times of celebration gives children good opportunities to learn about different religious beliefs and cultural backgrounds.

## **The quality and standards of the early years provision and outcomes for children**

The children are making good progress in all areas of their learning and development. This is because staff have a good understanding of the Early Years Foundation Stage. All staff understand how children learn through play and know when to intervene to progress children's learning. They support children's learning effectively by asking open-ended questions that encourage children to think creatively. Children enjoy their play in the clean, lively environment where their safety is given a high priority. Emergency evacuation is practiced regularly and lessons learnt incorporated into the next practice to help ensure children's safety. Children show they feel safe as they are confident to make choices, they move around their play rooms approaching staff for support, a chat or a cuddle. Children's health is well promoted as they learn the importance of good personal hygiene. They receive healthy freshly cooked meals and snacks and have plenty to drink. Children enjoy talking to the nursery cook as they eat their meals. Chatting about foods they like to eat, and what they don't like. Lots of fresh air and exercise in the nursery garden helps children develop an understanding of the benefits of a healthy life style. A consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They respond well to the consistent use of praise and encouragement and clear boundaries set by the nursery staff which raises their self-esteem and sense of belonging. Children's family routines are followed as much as possible. When its time for a rest after lunch, the children's favourite comforter is waiting for them on their sleep mat. Each child is valued for their uniqueness and their different cultures are celebrated. Celebrations of a wide range of festivals give the children a rich and knowledgeable insight into the community and the world around them. They enjoy well planned activities using books and tasting different foods linked to Diwali and Hanukkah. Staff talk to children about the significance of Remembrance Day and St Andrews day at a level they can understand.

Children enjoy happy comfortable relationships with all staff. They are becoming confident learners accessing resources easily from low level storage. Children have good opportunities to develop early reading and writing skills. Young children enjoy making marks in the sand and learn to use paint brushes and play dough. Older children enjoy activities such as illustrating the book of the month posters where they talk about the letters as they write. The book of the month is used well to help children understand how books operate. Language is developed through conversations and answering questions, while children are given an understanding of numbers through practical activities. Staff help children to sound out familiar

letters as they practise forming letters in their names. They are also starting to recognise their names when they self register at circle time. Children's work is valued; lots of examples of their emerging writing are displayed along side photographs of children's past learning. Children enjoy being creative using recycled materials, glitter and tissue paper to make Christmas decorations. They sort animals by size and colour and weigh and measure as part of cooking activities. Number action songs help children learn about simple addition and subtraction. They use the numbered parking spaces in the outdoor play space to start to recognise numbers in the community. Children use the planters in the garden to help them develop an understanding of how plants grow. They enjoy digging the soil in readiness for the plants.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met