

# The Old Station House Day Nursery

22 Collier Row Lane, ROMFORD, RM5 3BP

<b>Inspection date</b>	16/01/2013
Previous inspection date	13/12/2011

<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

- Staff have a good understanding of how children learn and develop; they plan according to the child as an individual.
- Staff are warm, sensitive and caring in their approach in settling children into their care.
- Staff deployment is very well organised and ensures children receive high levels of adult attention, supervision and engagement.
- Staff have created strong partnerships with parents, professionals and other settings that children move onto, allowing for children's learning and development to be supported.

### It is not yet outstanding because

- Children do not have enough opportunities to participate in outings or explore the local community to broaden their learning experiences.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with a sample of parents to gain their views.
- The inspector observed children and staff in all play rooms and the outdoor play area.
- The inspector sampled children's assessment records, individual planning and room planning.
- The inspector sampled documentation to support safeguarding and welfare requirements.

## Inspector

Shaheen Belai

## Full Report

### Information about the setting

The Old Station House Day Nursery registered in 2011. It is operated by a private individual that also operates another nursery in the same borough. The setting operates from converted premises in Collier Row, within the London Borough of Havering. Children have access to four play areas and associated facilities; these are situated on the ground and first floor. Access to the first floor is via a staircase. There is an outdoor play area for children.

The setting operates Monday to Friday from 8am to 6pm, throughout the year, except bank holidays. Children attend for both full-time and part-time sessions. The setting is in receipt of funding for the provision of free early education for two, three and four year olds. There are currently 27 children aged under five years on roll. The setting currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and compulsory part of the Childcare Register.

The setting employs 18 members of staff, this includes the manager. Of these, 15 hold an appropriate early years qualification. Unqualified staff are working towards gaining an appropriate early years qualification, and a number of other staff are working towards gaining a higher qualification.

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

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

- make effective use of photographs from home and from the setting as a learning resource for all children to have access to handle them, viewing them on display throughout the playrooms and allowing them to enjoy them
- include in the planning of activities, regular opportunities for all children to be taken out on outings to broaden their learning experiences.

### **Inspection judgements**

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

Staff have a good understanding of children's individual development and therefore provide a wide range of activities to promote their learning. They implement good systems to monitor children's development from the time they start and identify how to support children to move onto the next stage in their development. Children spend their time engaged in stimulating and interesting activities, where they receive high levels of adult support. Children's key persons carry out regular observations to inform them to identify where children need additional support or new challenges. Parents are regularly given feedback on their child's progress. They are encouraged to support learning in the home and contribute to the children's developmental profiles. To also inform planning of activities, staff engage with older children to explore what they enjoy and observe younger infants in how they play.

Children are very well settled and this is promoted by the warm, trusting relationships developed between children and their key persons. Staff are responsive of young babies' needs and develop strong bonds. They hold babies snugly to comfort them and give them plenty of eye contact to reassure them to feel safe. Play resources are stored at children's levels in all rooms; this supports them to be independent in making further choices in their play. Theme work runs throughout the setting, allowing children to learn at their own levels, such as learning about different forms of transport. Older children learn from specific areas set out to allow them to explore and extend their learning; for example, to practise their early writing skills and explore early science. Some photographs are on display; however, these are not used effectively for all children. For example, young infants do not have opportunities to handle photographs of familiar persons in their lives. Children enjoy the rich range of resources for exploring early maths; for example, children concentrate for long periods to complete puzzles. The range of books in all rooms is very rich, varied and accessible. The children select books independently or gather with staff to look at books in small groups. They benefit from staff supporting their early reading skills and develop an enjoyment of books from their interaction. Older children demonstrate their early writing skills; for example, through developing skills in early writing patterns as well as being encouraged to label their own work. Messy and creative play is enjoyed by all ages; children engage in play with wet sand, painting, dressing up, exploring music and investigating different textures. The use of the computer and interactive resources supports children of all ages to explore technology. Outdoor play features daily for all ages; staff organise resources and activities outdoors to allow children to engage in physical play, gardening and table top activities. They also enjoy joining in with games with the staff, such as playing chase or learning about traffic signals. Children show interest as staff point out the impact of the weather, such as looking at spider webs that have frosted over. Although children enjoy the daily opportunities to play outdoors, they do not go on outings to explore the local community. Children learn about themselves and others, through the celebration of festivals and resources that reflect diversity positively.

Children benefit from further learning experiences from professionals visiting the setting regularly. This includes opportunities to learn basic Spanish, participate in music and movement sessions, and listening to stories read by the local librarian. Staff also use and teach basic sign language throughout the setting with the children, as well as using key words in children's home languages. This supports children of all ages and abilities to be able to communicate and for those who speak English as an additional language.

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

Children form good relationships with their carers. They welcome staff to engage with them in activities and are at ease when working with them in small groups. Babies are happy to be picked up, cuddled and engage in activities with their key person. Older children are independent to seek food from the snack bar or put their own coats on for outdoor play. Younger children welcome the guidance given by staff for toileting and feeding. Children enjoy circle times and no children are expected to join if they are still interested in their play. Children's behaviour is highly positive. They benefit from being

engaged in interesting and varied activities, as well as from good staff interaction. Staff are very calm and positive in their approach when any unacceptable behaviour is presented. Staff use praise and recognition throughout the day and also use positive systems to reward children's behaviour and achievements. For example, children proudly to wear a sticker or receive a certificate to identify their achievements. Children learn about safety from prompts provided by staff and routine procedures, such as children being included in evacuation drills.

The open snack bar allows children to take some responsibility to identify with their own needs. Staff monitor who has eaten and who has not, allowing for them to ensure all children have been given the opportunity to eat. Both snack times and meal times are very sociable. Children have access to balanced diet, which also caters for children with specific dietary needs. Children engage in chatter with their friends and staff and they have opportunities to serve themselves to promote their independence. Young babies receive home cooked meals of the appropriate consistency they need to reflect their development. Children show their appreciation for the food, such as young infants rubbing their tummies and saying 'num, num'. The menu is varied and offers food from other cultures, allowing children to explore different tastes. The premises are clean and very well maintained. Children are encouraged to take responsibility in their own personal hygiene and to minimise cross infection, such as being reminded to cover their mouths when they cough. Staff change children's nappies throughout the day and are observant to check between changes. Staff follow good hygiene measures to support children's health, such as wearing disposable gloves and aprons when changing nappies.

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

Children are cared for in safe and welcoming environment. Daily risk assessments undertaken by designated staff contribute to children's safety and for risks identified to be addressed promptly. Accident records are evaluated regularly to identify any common cause and medication is administered as required. Staff demonstrate a good understanding of child protection procedures, should they be concerned about a child's welfare. Management follow robust recruitment procedures, ensuring that only adults vetted as required are in contact with children. All staff are trained in current first aid to support children's health should they have an accident.

Management is very hands-on with the operation of the setting and also identifies support staff to take on specific roles. This ensures staff develop their skills and knowledge, as well as support the staff team in their roles as key persons. Staff training and the gaining of further qualifications is highly supported by management. This gives recognition to the staff's skills and also contributes to the service provided to the children and families. Management carry out staff observations and have monthly team meetings. This allows management to identify with staff performance, their strengths and areas where further support maybe required. Management and the whole staff team review the setting's full range of policies and procedures throughout the year; they also welcome parental input. Parents are kept informed about the setting operations and service provided to their child

via the setting website, newsletters and the well informed noticeboards throughout the setting. At inspection, feedback from parents was highly praising, including comments about the learning opportunities for the children, the interaction between staff and the parents and the progress identified in their child's development. Management has developed effective links with local schools and other settings children attend. This supports children's transitions, consistency and continuity of learning. Staff liaise with professionals and parents to enable them to provide the appropriate support for children with specific needs. This enables children's individual learning to be fully supported.

Management and staff on the whole contribute to self-evaluation to identify what they do well and what areas to develop on. They work to realistic goals and strive to improve. For example they have met the previous recommendation, which has contributed to children's safety. They use parental questionnaires to gather parent's views and participate in the local authority rating system. They welcome feedback from their local authority via periodic visits and assessments. The Ofsted self-evaluation form is completed well and reflects positively to how the setting operates on a daily basis. Management have identified to further develop the outdoor play area, to offer more learning experiences for the children in the future.

### The Childcare Register

The requirements for the compulsory 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. 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>	EY430329
<b>Local authority</b>	Havering
<b>Inspection number</b>	891173
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Jacqueline Ann Handley
<b>Date of previous inspection</b>	13/12/2011
<b>Telephone number</b>	07960 364660

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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 that are usually their 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

