

The Old Station Nursery, Henley

Fairmile, HENLEY-ON-THAMES, Oxfordshire, RG9 6AD

Inspection date

Previous inspection date

01/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The nursery is very well equipped and provides a homely environment for children.
- Children are confident and happy, forming positive relationships with the staff.
- Parents comment very positively on the nursery provision.
- Staff nurture the children well encouraging their confidence and well being.
- Positive partnerships with parents are developed particularly well and partnerships with other professionals are developing effectively.
- Leadership and management is strong with a clear and well informed vision for ongoing improvement.

It is not yet outstanding because

- Some staff do not take all possible opportunities to fully develop young children's vocabulary.
- Some resources are not displayed invitingly in the two and three year old room, to fully capture children's interests.

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 observed the premises and resources with the manager.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

The Old Station Nursery registered at these premises in 2012. It is one of ten nurseries run by The Old Station Nursery Limited. Children have access to three main age group rooms and large areas outdoors for play and learning. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision also provides after school care and a holiday club. The nursery operates from 8am to 6pm for 51 weeks of the year. There are currently ten staff. The manager holds a qualification at level 5 and six members of staff are qualified at level 3. There are currently 27 children on roll. The nursery provides early education funding for children aged three and four years.

What the setting needs to do to improve further

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

- enhance children's language development further, for example, by encouraging staff to provide a commentary to activities
- support young children's understanding and enjoyment of books further, through attractive displays to encourage them to explore these more often.

Inspection judgements

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

Children undertake a range of activities which encourage their development well across all areas of learning. Staff generally make good use of the indoor and outdoor environments to encourage children's interests and abilities. For example, the young children take great delight in washing the wheeled cars in the garden. They use the sponges with increasing skill to remove marks and work cooperatively together to undertake the task. The staff member encourages and praises their activity by referring to them by name. They learn to squeeze the sponge and to stretch and balance as they coordinate their movements in the task. This activity supports children's social skills, their understanding of language and instructions and their physical development. These are all useful skills for their future learning.

The children learn about the natural world as they grow fruit and vegetables. Each day they help to water their vegetable patch and show interest as they look to see what needs harvesting. The staff member discusses this activity with children as pull up the radishes

and look at the roots, soil, colour and shape of the vegetable. This helps these children to develop their communication and language skills. However, not all staff are as skilful to commentate on activities and staff do not take all possible opportunities to fully develop children's language as they play. Staff encourage children to explore numbers as they hand out plates at lunch time, sing number rhymes and count in their activities. Children independently use puzzles developing their awareness of size, position and shape as they complete the simple pictures. This supports children's mathematical development well. Overall, children have easy access to a broad variety of resources to support their learning. .

In the baby room, the environment is set out attractively to encourage children to move and explore. The inclusion of household items of furniture creates a homely environment. Very young children pull themselves to standing against the sofa and take delight in walking as they hold on, developing important physical skills. They enjoy cuddles on the sofa with caring adults. The staff are aware of babies' current interests and needs because they talk with parents on a daily basis. This helps staff to build on the babies' interests and encourage their development. The babies bang on drums and show delight in the sounds they make. They enjoy the freedom to explore the safe outdoor environment under the close supervision of the staff. This means that babies are curious learners.

The qualified staff demonstrate high expectations for the children and act as good role models to other staff and children. Development records indicate that children are making good progress within their age ranges. A well planned key person system helps to ensure positive relationships develop with parents. This is crucial in developing a good understanding of the individuality of each child. These positive relationships help to enhance the child's enjoyment and good progress within the nursery.

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

Children have made secure attachments with their key person and this helps to promote the happiness of each child. A buddy system means that if the key person is away, another adult is fully aware of the individual child's needs. Staff demonstrate good manners as they speak to each other and the children, indicating that they are good role models. They speak calmly and clearly to children encouraging them to share, take turns and consider the feelings of others. Children are confident in the nursery. They separate from their parents easily and explore the playrooms and gardens confidently, indicating they feel secure in the nursery.

The staff demonstrate a good awareness of safe behaviour and take appropriate measures to promote safety. They supervise the children closely but allow them to try to be independent and take managed risks. For example, the children learn to use knives safely at lunch time, and they talk about how to ride bikes safely. The food offered by the nursery is well planned to ensure it provides a nutritious diet including a variety of foods. Drinks of water are easily available to all the children throughout the day. Staff talk to the children about their food and why it is good for them, and encourage them to have frequent drinks. They are growing vegetables and this opportunity is also used to increase

children's awareness of healthy natural foods. Children are encouraged to develop good personal hygiene habits relevant to their age and abilities.

The environment is well equipped with age appropriate resources and has spacious outdoor play areas. Staff generally plan areas well and make good use of this attractive environment. However, the resources in the two to three year old room are not always set out to fully attract the children's curiosity and interests. For example, books are piled into a book rack and not displayed attractively to entice children to choose from these independently.

Moves within the nursery are managed carefully enabling the young children to gradually be introduced to the new play environment. This helps to ensure their individual needs are understood well and the child is happy and confident. There are plans in place to assist with moves to school and to support children well when this is required.

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

Staff plan and provide a broad variety of experiences which cover all areas of learning. Staff generally plan and engage the children well to enable them to make good progress. The management team oversee all that is happening and are proactive at making improvements. They have identified and are targeting areas identified for improvement and this is having a positive effect on children's experiences within the nursery.

Staff indicate they have a good awareness of safeguarding procedures and the action they must take if they are concerned about a child in their care. All staff undertake safeguarding training and are aware of the company's policies to support them in their practice. The management demonstrate a good awareness of the requirements of registration and all the required records are maintained.

A comprehensive self evaluation of the nursery is in place and staff and parents have contributed to this. This demonstrates that the management team are proactive at ensuring everyone involved with the nursery can influence its development. The 'Parent Partnership' forum provides an opportunity for parents to share their views and ideas for development. Records indicate that the nursery has taken onboard ideas, put them in place and provided feedback to parents on the actions taken. The management also welcome the advice and support of the local authority in developing their service. As a result, the nursery has a good capacity to continue to make further improvements.

Robust systems are in place for the recruitment of staff, ensuring that any person appointed is suitable for their role. Staff benefit from regular staff meetings, individual six monthly reviews and an annual appraisal. They are encouraged to develop their knowledge and skills through training opportunities within the company and also through professional qualifications. Children benefit from skilled and enthusiastic staff.

Partnerships with parents are well established. Parents comment that they feel they know

what their children do at nursery through the daily feedback they receive from the key person. Information is also displayed about activities and the menu. Parents comment that the staff are helpful, approachable and genuinely interested. They know about the Statutory Framework for the Early Years Foundation Stage because information is displayed in the entrance to the setting, and displays link the children's activities to the framework. Strong partnerships are in place with the local authority and links have been made with the local children's centre. This all helps to enhance the quality of the provision offered. The nursery are currently developing stronger links with settings that children may move onto when they are older and start school, to support children as they move on.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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 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

Unique reference number	EY455419
Local authority	Oxfordshire
Inspection number	899819
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	64
Number of children on roll	27
Name of provider	The Old Station Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01491577716

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

