

# Train Station Day Nursery

Blackburn Street, Radcliffe, MANCHESTER, M26 1WS

## Inspection date

Previous inspection date

16/08/2013

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

- Babies and children are relaxed and confident to explore the well-resourced environment. They show high levels of independence, curiosity and imagination and consistently make good progress in relation to their starting points.
- The well-embedded key person system helps children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Partnerships with parents, other professionals and external agencies are very strong and make a significant contribution to meeting all children's needs.

### It is not yet outstanding because

- The stimulating outdoor environment is not yet fully resourced with more natural and open-ended materials, to further enhance children's already good exploratory and investigative skills.
- The very good opportunities for children to learn about the world around them, for example, within the local community, are not yet always fully embraced.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector talked to children, staff and key persons throughout the inspection and carried out a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, and observation, planning and assessments.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback statements.

## **Inspector**

Julie Kelly

## Full Report

### Information about the setting

Train Station Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted one story premises in the Radcliffe area of Manchester and is managed by Kids Zone Radcliffe Limited. The nursery serves the local area and is accessible to all children. It operates from 10 rooms and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children on roll, all of whom are within the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, eight hold an early years qualification at level 3 and two are unqualified. The manager holds an early years qualification at level 6 and one member of staff holds Early Years professional Status.

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

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

- extend opportunities for babies and children to enhance their good exploratory skills and further develop their strong sense of curiosity outdoors, for example, by providing an extensive range of natural materials and open-ended resources for them to investigate
- enhance the educational programme so that children can learn about and understand the world by providing extended opportunities for children to learn about features of the environment, for example, by walking to the local shops, library and park.

## Inspection judgements

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

Babies and children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. Staff practice is good and in some instances,

outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points.

The environment indoors is stimulating, exciting and well equipped with a broad range of good quality resources to promote children's natural sense of curiosity. For example, babies explore interactive toys, containers filled with coloured liquid and a wide variety of different textures in the black and white area. They have a wonderful time as they sit, crawl and roll around in trays filled with cereal when they use their whole bodies to experience what it feels like. Older children independently choose media and materials, such as dry pasta, paint, sticks and sand mixed with water, in order to create their own 'dinosaur world'. Consequently, children access a broad and balanced curriculum, are eager and motivated to learn and consistently demonstrate the characteristics of effective learning. However, the outdoor environment is not yet fully resourced with more natural and open-ended materials, to further enhance children's good exploratory and investigation skills. Children develop their understanding of the world by accessing a range of multicultural resources, such as books, dolls and small world people, and celebrate a variety of festivals. For example, they create Mehndi patterns on their hands, taste a range of foods from different cultures and make Eid cards. However, opportunities for children to investigate features of the local environment, for example, by walking to the local shops, library and park, are not yet fully embraced.

Staff place a strong priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. All children, including young babies, demonstrate high levels of independence as they confidently move around the environment to experience the exciting activities and resources on offer. For example, babies crawl rapidly towards the resources that excite them, toddlers choose their favourite small world toys and pre-school children actively seek out a familiar story in the book area.

Staff are especially skilled in the way they support children to develop their communication and language skills. For example, they provide a running commentary as children play, to role model language and introduce new words to extend their vocabulary. Children with special educational needs and/or disabilities, who need additional help in this area of learning, are well supported through the use of pictures and sign language to reinforce their communication skills. Staff learn words in children's home languages and display them on the walls to effectively support those children who speak English as an additional language. Furthermore, staff effectively use a phonics programme to support the pre-school children, to tune into, listen to and talk about sounds, which has a positive impact on their literacy skills. Babies are encouraged to communicate by attentive staff who recognise the sounds they make and repeat them back so that they begin to learn the art of 'two-way' conversation.

Children are provided with a wealth of opportunities to develop their physical skills, both indoors and outdoors. For example, babies have space indoors to move, crawl, stretch and reach. The environment is well organised with sturdy, low-level units so that they can pull themselves up to a standing position and cruise along the furniture. Toddlers and pre-school children have opportunities to develop their large muscle control and coordination

as they weave in and out of obstacles, roll over tubes and climb up steps in the soft play area. Babies and young children develop their fine hand movements as they push, press and turn buttons on interactive toys and complete simple inset jigsaws. Older children fill and empty containers with sand and water, independently access a wide range of writing implements and manipulate dough.

Effective observation, planning and assessment procedures are in place to ensure children's individual needs are met well. This means that any gaps in children's learning are quickly identified and appropriate external support is provided to ensure they continue to make good progress. Specific children are chosen each week to observe closely and are given 'VIP' status. This ensures that all children are observed in depth regularly. This is a particularly effective system which ensures that all children, including children who only attend for one day a week, receive detailed assessment through in-depth observations completed by the staff. Staff plan the learning programme from the very detailed information gathered from parents at induction. In addition, knowledge obtained about children's routines, likes, dislikes and interests, supports children effectively with the settling-in process. Staff have a clear picture of what children can do and can accurately assess their needs and the next steps necessary for their continued development. Each child has a learning record which is maintained to a high standard and contains observations, planning for the next steps in their learning and lovely photographs to evidence their development. Pre-school children are involved in the planning process, where they discuss the resources and activities they would like to do. As a result, they recognise that their opinions are valued and their contributions mean that they have control over their own learning.

Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and share information through learning records and daily diaries. Parents are actively encouraged to be involved in their child's learning, through the completion of 'wow' sheets and verbal discussions. Parents are given an array of information through displays, leaflets and newsletters about the Statutory framework for the Early Years Foundation Stage and how they can support their children's learning at home. For example, activity ideas shared with the parents include counting as they walk upstairs at home and playing board games to help develop children's mathematical skills. Parents are informed about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review their children's learning records.

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

The key person system is well embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for, and that relationships with parents are strong. A warm and caring environment is created in which children are supported by the consistent routines and the effective, trusting relationships with their key person. As a result, children's self-esteem is effectively promoted. Babies are looked after by loving, caring staff who intuitively understand their individuality and respond quickly to their

physical and emotional needs. Mealtimes are social occasions when babies interact with each other and their key person. Effective systems are in place to support children as they move rooms. For example, staff discuss with children's new key person children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Children are aware of the importance of a healthy diet and talk about good foods as they eat their snacks. Staff teach them about the importance of eating healthily through discussions and topic work. Children enjoy a variety of nutritious snacks and meals, including fresh fruit and vegetables and rice and pasta dishes. Mealtimes are social occasions when babies interact with each other and learn to feed themselves, with the caring support of their key person. Older children demonstrate high levels of independence as they self-serve their meals in the 'station cafe' and attend to their own personal care needs in readiness for school. For example, they pour their own drinks, put on aprons and choose what they would like to eat. Children have free-flow access to outdoor play where they have regular access to fresh air and exercise. Quiet, cosy areas within the indoor environment give children opportunities to rest and relax. Furthermore, babies benefit from having their afternoon nap outside in the fresh air. Staff effectively teach children about health and hygiene as they role model good practice and support them with daily routines. As a result, children's health and hygiene are successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Children learn about keeping themselves safe as staff teach them the safety rules. For example, as they climb up a wooden structure outdoors, children demonstrate their understanding of the rules, as they wait patiently at the top of the slide, for children to move away from the bottom. Staff help children manage their behaviour as they explain about sharing, taking turns and talk about feelings. The skilful use of puppets enables children to explore their feelings and if they feel sad, the puppet and other children think of solutions to make them feel better. Staff gently remind children to have 'kind hands' and support them with turn taking as they encourage children to share resources. Staff respond to minor disagreements sensitively and calmly and encourage children to talk about what has happened and what they can do to resolve the situation. This helps children to become aware of the effect their actions have on others. As a result, their behaviour is consistently good.

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

Staff have a good knowledge and understanding of how to protect and safeguard all children, and policies and procedures are known by all staff and implemented consistently. Staff are fully aware of what to do and who to contact if there are any safeguarding concerns. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as closed circuit television cameras and keypad locks on doors, are effective. These ensure that children are kept safe from unwanted visitors and cannot leave the premises without an adult. The robust recruitment and induction systems ensure that staff's skills are valued and children are cared for by a

safe and knowledgeable staff team.

The early years manager takes responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, she oversees and regularly checks children's learning records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as peer observations and role modelling, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The Early Years Professional is deployed effectively to mentor apprentices and less experienced staff and is highly successful in bringing about changes that will improve learning outcomes for children.

The manager and staff team are passionate and committed to their work with children and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. Priorities for improvement are clearly identified through the effective self-evaluation process and consistent monitoring of the environment. These are well documented on detailed, separate action plans for each of the playrooms. Staff constantly reflect on their practice to ensure they continue to improve, as they strive to provide the best possible care and education for all children. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated as required. Close links with the local Sure Start children's centre and surrounding nurseries mean that staff can access 'in house' training and the specific expertise of others to further improve their practice. Consequently, staff continue to develop their knowledge, understanding, and skills which has a significant impact on children's overall learning and development.

Partnerships with parents and external agencies are exceptionally strong and make a significant contribution to meeting children's individual needs. Relationships with outside professionals, such as speech and language therapists and the teacher of the deaf, are exceptionally good. Consequently, all children receive the appropriate support and interventions they need and no child is disadvantaged. Close monitoring of children's progress throughout the nursery ensures that gaps in learning are swiftly identified. This demonstrates how the nursery is closing the achievement gap of vulnerable groups of children. Teachers are invited into the nursery to share information about children's learning and detailed transition documents are completed to pass on to school. This means that children are well supported as they move on to the next stage in their learning. Parents have access to a wide variety of organisational policies and procedures and information about what to do and who to contact if they have any concerns. The use of home link books along with opportunities for parents to share verbal information with friendly, approachable staff ensures that there are strong relationships between the home and the nursery.

Parents are highly complimentary about the nursery, staff and the care and education their children receive. They say that 'staff are helpful and carefully consider the individual needs, not only of the children but also the family.' Parents comment that children are 'progressing well, transition from room to room is seamless' and that 'children are happy and excited as they enter the nursery'.

### **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 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

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | EY453645                    |
| <b>Local authority</b>             | Bury                        |
| <b>Inspection number</b>           | 905925                      |
| <b>Type of provision</b>           |                             |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 8                       |
| <b>Total number of places</b>      | 166                         |
| <b>Number of children on roll</b>  | 76                          |
| <b>Name of provider</b>            | Kids Zone Radcliffe Limited |
| <b>Date of previous inspection</b> | not applicable              |
| <b>Telephone number</b>            | 01457 834890                |

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## 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.

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