

# Stationhouse Nursery

Former Avon & Somerset Constabulary, Police Station, Station Road, Portishead, BRISTOL, BS20 7BZ

## Inspection date

21/11/2013

Previous inspection date

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

- Staff have a good knowledge and understanding of how children learn and develop. Consequently, teaching is of a high quality and all children are making good progress.
- Staff are committed to accessing regular training courses and working as a team to develop their knowledge of childcare subjects. Therefore, all children are fully supported in all aspects of their development.
- Staff have a thorough understanding of how to safeguard children. As a result, children keep safe and secure in the nursery and staff effectively meet their well-being and needs.
- Children make good progress in their learning and development as partnerships with parents, carers and other professionals are strong.

### It is not yet outstanding because

- Children have good opportunities to use a wide range of resources but there are fewer recycled resources available for them to explore and investigate through play.

## 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 the children and staff during activities indoors and outside.
- The inspector conducted two joint observations with the manager.
- The inspector held meetings with the manager and two parents.
- The inspector spoke to staff about their key children.
- The inspector checked evidence of staff suitability and training certificates and sampled other documentation such as policies and procedures.

## Inspector

Jacqueline Anne Hardie

## Full report

### Information about the setting

Stationhouse Nursery is one of two privately owned nurseries run by Lakehouse Nurseries Limited in Portishead, North Somerset. The nursery registered in 2013. The nursery operates from a two-storey building, which was previously a police station. The pre-school room (Dewdrop) is situated on the ground floor and younger children are accommodated on the first floor (Sunbeam). Children also have access to the garden room. There are two areas for outdoor play. Toilet facilities are available on both floors. The nursery opens each weekday from 7:30am until 6:30pm throughout the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. Lakehouse Nurseries Limited employs a senior nursery manager, who holds an early years qualification at level 3, and a nursery manager, who holds an early years degree, to oversee the running of the nursery. The nursery employs 10 other members of staff. Of these, one holds an early years degree, one is qualified to level 4, five are qualified to level 3, one holds a level 2 qualification and is currently working towards level 3 and two are unqualified but working towards level 3 qualifications. In addition, there are two administrators, two chefs and a cleaner.

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

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

- further develop the range of recycled materials to enhance children's investigation skills.

## Inspection judgements

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

Children make good progress from their starting points as staff understand how children learn and develop and how to support their needs. Staff carry out regular observations and assessments and use this information to plan meaningful learning experiences for the children to help them make good progress in all areas of learning. Teaching is good because staff support children sensitively and extend their thinking through talking to them. For example, staff support children while they are playing outdoors collecting leaves by listening carefully to their ideas. They talk to them to inspire the children to question why the leaves are different shapes, increasing their understanding of the natural world. Children access a good range of resources to support their development across all areas of learning. They delight in playing with unusual objects such as large keys and locks to

spark their curiosity and interest. However, there are fewer opportunities for them to play with other recycled materials to develop their investigation skills.

Staff's skilful support enables more-able children to progress well. Staff use their knowledge and experience to support children in developing the skills that will support them in their next stage in learning and for school. Good organisation means that children have time and space to concentrate on their chosen activities.

Staff support children's language skills through the use of open-ended questions to help extend their vocabulary. Staff support children who speak an additional language through the use of dual language books. They also put up words in their home languages on display to help the children to understand that print carries meaning. Early reading skills develop as children access books independently and staff sensitively teach them how to turn the pages. Staff skilfully ask questions that allow children to think about the house a giant may live in. This helps to support children's early storytelling skills. Staff encourage children to develop counting skills as younger children count through songs and rhymes. Older children count out plates and cups as they set the tables for mealtimes. Children have good opportunities to develop control and coordination as they balance on planks of wood and ride bicycles outside.

The nursery develops effective partnerships with parents. The parents are full of praise for the nursery and the staff. They talk about the welcoming environment that the staff provide. Consequently, children adjust to their new learning environment quickly and are eager to learn. Staff prepare children well for the transition into school. Good relationships between the nursery and local schools enable children to visit their new schools and reception teachers visit the nursery regularly. In addition, staff provide detailed assessment information for the schools that identify children's next steps in learning. This ensures they fully support children's needs and clearly identify their learning priorities. Effective partnerships with other professionals, such as speech therapists, mean that early intervention to support children effectively is provided. This contributes towards narrowing the achievement gap in children's learning and development.

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

Good settling-in procedures are in place that help support children's transition to the nursery and enable them feel happy and secure. Children have good emotional attachments with staff because the nursery actively implements a strong key person system. Each child has a named person to take responsibility for their daily well-being, plan for their learning and development, and build positive relationships with parents. This provides a strong base for children's developing independence and helps them embrace new experiences with confidence.

Children behave well as staff provide the children with consistent boundaries. As a result, children know what the behaviour expectations are. Staff use very good practice to encourage children to resolve their own conflict. For example, as children argue over paint pots, staff ask the children to think about solving this problem. This results in the children

suggesting they share the paint and passing the pots around the table. They readily share and take turns with popular resources, play harmoniously together and have respect for each other's needs and feelings. Staff are good role models and treat children with positive regard. Good behaviour is valued and praised, promoting children's confidence and self-esteem.

Staff continually support children to learn to keep themselves safe. For example, children learn that the decking outside is slippery when wet. As they stand on the deck the children remind each other that they must walk.

Children have plenty of opportunity for fresh air as they access two enclosed gardens. The older children freely access the space throughout the day and the key persons take the younger children outside in small groups. This helps to support the health and well-being of the children. Children eat a range of healthy meals that are cooked on site. Staff talk to the children about the importance of eating vegetables as they eat their dinner. This encourages children to develop an understanding of the importance of healthy lifestyles. Older children confidently manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards. This consistently promotes the children's health and well-being.

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

The manager has a secure understanding of her responsibilities in meeting both the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. This ensures the needs of children are fully met. The nursery prioritises the safeguarding of children to protect their well-being. Staff have a thorough understanding of their duty to protect children and are fully aware of the nursery's comprehensive safeguarding policy and procedures. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns to report. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure.

The manager carries out regular appraisals with the staff and supplies them with a detailed action plan. This ensures that training needs are identified and all staff update their knowledge and professional status. Consequently, children receive educational programmes that have depth and balance and the quality of teaching and interaction from staff are good. The manager ensures they have effective systems for self-evaluation that inform the nursery's priorities. The staff use these to form targets for improvement. This demonstrates the nursery's commitment to continuing improvement and ensuring children receive the best possible care and education.

The manager understands the importance of working with external agencies to meet the specific needs of individual children. This enables the nursery to draw on expertise and

provide support for children, so they all make good progress in their development.

Overall, the nursery has built good partnerships with parents. The staff ensure that settling-in periods meet with parents' needs as well as children's so everyone feels comfortable and happy. Parents receive information through parents' meetings and newsletters. This close partnership between parents and nursery has a positive impact on supporting the learning and development of children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY459362
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	916773
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Lakehouse Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01275 398787

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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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