

The Old Station Nursery, Oxford Science Park



The Nursery, Sanders Road, Oxford, Oxfordshire OX4 4GD

Inspection date	11 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff place a high priority on safeguarding children. They are very vigilant and responsive to any child protection concerns. All staff access safeguarding training. They fully understand their responsibility to protect children from harm.
- The management team has placed a priority on making continual improvements within the nursery. Managers have worked together as a coordinated team, alongside the acting nursery manager, to improve teaching and outcomes for children.
- Children are highly motivated to learn. They have good opportunities to develop their physical skills and learn about healthy lifestyles.
- Staff establish positive relationships with children and get to know them well. Children trust the staff and enjoy their company. Children have a good sense of belonging.
- Partnership working is very effective. Staff liaise closely with parents, professionals and other providers to help foster children's care and learning. Children benefit from strong continuity between different settings and home.
- Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability.
- On occasions, staff's teaching does not fully extend children's mathematical development, such as early counting skills.
- Some staff are not as highly skilled as others in consistently promoting rich and varied play and learning experiences for children.

What the setting needs to do to improve further

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

- plan and provide more opportunities for children to practise their developing counting skills
- build on the already good support provided for staff's professional development, to further enrich and develop their practice and help raise the quality of the provision even further.

Inspection activities

- The inspector observed the staff teaching and their interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held discussions with the management team.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.
- The inspector spoke to a number of parents and took account of their written views.
- The inspector looked at a sample of paperwork, including self-evaluation, staff qualifications, suitability checks and safeguarding policies and procedures.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand their role and responsibility to keep children safe. Overall, the management provides effective support and guidance to help staff maintain their good skills. Staff access regular training to help introduce new ideas. After recent training, staff have improved their understanding of how to further develop children's literacy skills and how they can support children and families with literacy at home. Staff are keen to make positive improvements to their practice. For instance, children now have a greater variety of resources in the outdoor area, which includes the addition of a mud kitchen, an allotment area and pet rabbits.

Quality of teaching, learning and assessment is good

The manager and staff assess children's development closely. They effectively monitor the progress of individual and groups of children. This helps staff to quickly identify and address any gaps in children's learning and plan challenging next steps to encourage further progress. Staff work very well with parents and other professionals to support children who need extra help. This helps to make sure children with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress given their capabilities. Children delight in using their imagination. For example, they recreate roles and experiences, including pretending to be doctors and nurses, using the stethoscopes and other pretend medical equipment.

Personal development, behaviour and welfare are good

Children are very happy and settled at this friendly nursery. The key-person system is effective, and staff are caring and help all children form secure attachments. Staff understand and support children's personal and emotional needs very well. For example, toddlers turn to staff for reassurance, to share an achievement, or for a cuddle as they wake from a nap. Staff manage children's behaviour well. They speak to children calmly, including sensitively reminding them of the nursery's rules. Snacks are healthy and well balanced, and children eat a nutritious home-cooked lunch daily. Staff deploy themselves effectively and supervise children well. This helps to keep children safe and well.

Outcomes for children are good

All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points. Babies delight in exploring sensory items. For example, they discover jelly with their hands and enjoy playing peek-a-boo with the different materials. Toddlers enjoy making marks in readiness for early writing. They know some mathematical vocabulary, including words associated with shape and size. Older children develop good literacy skills, such as learning to use sounds to spell out words when writing. They develop positive social skills, including learning to take turns when joining in with group activities. Children receive good support for the next phase in their learning. For example, they make rapid progress in developing independence, which effectively helps to support their readiness for starting school.

Setting details

Unique reference number	EY542324
Local authority	Oxfordshire
Inspection number	10089437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	88
Name of registered person	The Old Station Nursery Limited
Registered person unique reference number	RP520274
Date of previous inspection	Not applicable
Telephone number	01865 777167

The Old Station Nursery, Oxford Science Park registered in 2016. The nursery employs 20 members of staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including one with a level 6 qualification. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years, and of the early years pupil premium.

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