

Old Station Nursery

7 Park Road, Faringdon, Oxfordshire SN7 7BP



Inspection date	26 February 2019
Previous inspection date	31 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children take part in interesting activities. Older children lead their own play and follow and build on their own ideas and interests. For example, children fetched paints and mixed and stirred these to create their own designs and patterns outdoors.
- Staff get involved in children's self-chosen play and activities. This helps staff to support children's learning through their interactions. Occasionally, staff do not give children time to think through their ideas and respond. For example, staff provide the answers to questions too quickly.
- Children are happy and settled at the nursery and form positive relationships with staff. For instance, babies are warmly cared for by staff, they receive plenty of cuddles and attention, which helps them feel safe and secure.
- The managers and staff form strong partnerships with parents and other professionals. This promotes continuity in meeting children's individual care and learning needs.
- The managers support staff well, such as through regular individual, room and team meetings. Staff have access to a good range of professional development opportunities, including training. However, sometimes, the monitoring of staff practice is not precise enough to quickly identify and further improve the quality of the provision and teaching.
- Staff know their key children well. They understand children's overall progress well and identify appropriate next steps in learning for them. Children make good progress from their individual starting points. They gain the skills they need to move on to the next stage in their learning, including school.
- Children enjoy going on a range of outings, which extends their understanding of their community and the world. For instance, they go on country walks to local landmarks and visit the library to choose books.

What the setting needs to do to improve further

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

- build on the monitoring of staff practice to precisely identify and make improvements to the quality of the provision and teaching, to further support children's care and learning experiences
- increase staff awareness of supporting children's thinking skills, including allowing time for them to think through their ideas and respond, such as during discussions or when questions are asked.

Inspection activities

- The inspectors completed a tour of the nursery premises and one inspector accompanied children and a staff member on the walk to school.
- The inspectors observed children's play and activities and their interactions with staff indoors and outdoors.
- The inspectors completed joint observations with the manager.
- The inspectors held meetings with the manager and spoke to staff, parents and children during the inspection.
- The inspectors sampled documentation, including children's records, evidence of staff suitability and training and policies and procedures.

Inspectors

Sheena Bankier

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to recognise concerns about children and other staff's behaviours. They understand what to do if they are worried about a child's welfare, including who to report concerns to. The ratio of staff to children is maintained effectively and the well qualified staff team work together supportively. Parents comment positively about the staff and their children's experiences at the nursery. Managers take account of parent's, staff's and children's views to support the evaluation of the provision. They quickly respond to any parental queries should they arise. Staff and managers use additional funding effectively. For example, to broaden children's experiences of the world and to provide further resources and specific training for staff.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning. They share these effectively with parents, such as using an online system. Parents are encouraged to contribute information about their child's home learning. This helps to promote an effective joint approach to children's learning. Staff develop their skills. For instance, from training, they have implemented 'in the moment' planning. This has helped to deepen their understanding and to purposefully plan for individual children. Managers appropriately track groups of children's progress, which helps them to understand where further support may be needed. Children who need extra support in their learning and development receive effective individual sessions. For example, to develop their communication and language skills. Staff use signing with all children, which contributes to an inclusive environment. This helps younger children and those with speech and language delays to successfully communicate with staff and their friends.

Personal development, behaviour and welfare are good

Children develop their self-esteem and confidence effectively. Staff consistently use positive praise and encouragement. They provide very good support to help children understand the expectations for behaviour. For example, staff in the toddler room, sensitively and skilfully intervene to help children learn to share and take turns. Children develop their independence from a young age, such as toddlers learning to serve their own food. Children develop a good awareness of healthy lifestyles. For instance, older children know to wash their hands before eating. In addition, staff teach them how to take care of their bodies, such as the importance of brushing their teeth and wearing sun cream. All children benefit from fresh air and physical activity, which supports their well-being and good health. For example, babies learn to pull themselves up and stand at activities and older children use challenging play equipment in the main outdoor area.

Outcomes for children are good

Children engage positively in their play and learning and show enthusiasm and interest for learning. For example, babies and toddlers confidently and enthusiastically explore different sensory materials, such as sand, rice and water. Older children gain skills ready for school, including a knowledge of letters and their sounds. They develop respect for others and learn how to keep themselves safe, such as talking about fire safety when they pretend to build a fire.

Setting details

Unique reference number	EY218342
Local authority	Oxfordshire
Inspection number	10095131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	64
Number of children on roll	96
Name of registered person	The Old Station Nursery Limited
Registered person unique reference number	RP520274
Date of previous inspection	31 October 2014
Telephone number	01367 243800

Old Station Nursery registered in 2002. It is one of several nurseries operated by the same provider. The provider has merged with a childcare company called 'La Maison Bleue'. The nursery is located in Faringdon, Oxfordshire. It is open weekdays from 8am to 6pm, all year round with the exception of a week at Christmas. Out-of-school care is offered for school children aged up to 11 years of age. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 20 staff to work directly with the children. Of these, 13 hold recognised early years qualifications. The manager holds a level 4 qualification and one member of staff holds a level 6 qualification, seven staff members hold level 3 qualifications and four hold qualifications at level 2.

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