

# Inspection of The Old Station Nursery, Mottershead Drive

54-56 Mottershead Drive, Innsworth, Gloucester, Gloucestershire GL3 1EH

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Inspection date: 4 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The nursery provides a warm, friendly and homely atmosphere that children enjoy. They come into nursery eager to start their day and are greeted enthusiastically by the attentive and caring staff. Children settle quickly, even those who are a bit reluctant to say goodbye to parents, as staff engage them in activities with favourite toys, such as the cars or dinosaurs.

Babies have great fun exploring the 'dark' tunnel in the soft play. Staff encourage children to crawl through it, using hands and feet, and praise them warmly when they reach the end.

Toddlers are supported to explore natural materials and textures. Staff talk with them as they discover baubles that have got stuck in ice in the water tray outdoors. They talk with the children about how the ice feels cold, but then melts when it touches their warm hands.

Older children work out how to pick up the large tyres, encouraged by staff who keep an eye on them to make sure they are safe. They roll the tyres across the path and tell staff they are heavy.

Staff engage enthusiastically with children in a game of hide and seek, supporting younger children to count to 10. They also join in with spontaneous singing of rhymes and seasonal songs, praising children for remembering all the words.

### **What does the early years setting do well and what does it need to do better?**

- The manager and staff are keen to support children's mental health and well-being. They have a superb key-person system that supports families and children extremely well. Several families come from a military background where parents may be absent for some time. Staff recognise that at these times they need to offer more security, comfort and support. Children and parents comment that the staff are like a second family and they are happy to share information, knowing that they will be listened to and helped.
- Whenever possible, staff provide natural or real resources, including real food for the children to play with in the role-play kitchen. Toddlers sort the carrots, broccoli and cauliflower as they cook tea for their friends. Babies try out the different food as they play with staff. Staff talk with children about why the food is good for them and teach them about healthy food choices.
- The manager prioritises staff mental health and well-being too. She provides ample opportunities for them to not only continue their professional development to enhance the quality of their teaching, but to discuss work, life and themselves. Recent courses have helped all staff to plan and provide more

challenging experiences for children and to support emotional development. Staff have created 'mood' charts and emotions faces or stones for children to use to help express how they are feeling. The manager says this has helped both staff and children to manage situations when there are disagreements and to express how they are feeling to others.

- Staff recognise that children come from varied backgrounds and many speak English as an additional language. They focus on helping children to speak and communicate effectively. They provide children with new words or use signs to support understanding. Babies join in with songs and rhymes using signs as well as words. Toddlers share a welcome song to greet friends, and older children enjoy re-telling a favourite story about hunting for a bear in the outdoor forest area. All children, including those who are learning English as an additional language, are confident to talk and share ideas with others.
- Staff know children well and plan activities to meet their needs and interests. They recognise when children need extra support to close any gaps. They offer group times to listen to stories or take part in joint craft activities as well as providing accessible resources that children can choose for themselves. However, staff sometimes miss chances to engage quieter children as they concentrate on those who are near to them.
- Children love exploring their play spaces. Staff provide highly stimulating environments for children. Babies develop confidence moving across the soft-play obstacle course, learn to take turns as they make salt dough together and learn new words through interactive songs and rhyme time. Toddlers cooperate well as staff help them to share the buckets and spades in the sand pit so they can make castles. Pre-school children recall letters they have written and posted as they read a book with staff to discover the different ways that the post is sorted and delivered. Children behave well, engage in activities and make good progress in their learning.
- The manager and staff provide a wealth of 'extracurricular' experiences for the children and parents. They seek information about family celebrations, and create calendars for each age room to show when these take place. The manager then invites parents to share traditional customs, food and stories with the children. Children visit the local community, going on bus rides to the library, cathedral, museum or pet shop to buy treats for the guinea pigs. Children take books home from the lending library, have home-learning packs that help parents support the next steps children are learning, and visit local schools to share in the festive celebrations. Children are well prepared for the wider world and the move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at the setting have a thorough knowledge of the possible signs and symptoms of abuse. They know what actions to take in the event of concerns about the welfare of a child. The manager has comprehensive recruitment systems and ongoing monitoring to ensure staff remain suitable to work with children. They

ensure staff continue their professional development to enhance their skills and knowledge and know how to keep children safe.

### **What does the setting need to do to improve?**

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

- support staff to be more aware of all children, especially those who may prefer to play alone or are quieter, to provide timely help or interactions to encourage learning and development further.

## Setting details

<b>Unique reference number</b>	EY551513
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10130813
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	The Old Station Nursery Limited
<b>Registered person unique reference number</b>	RP520274
<b>Telephone number</b>	07725049744
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Old Station Nursery Mottershead Drive registered in 2017 and is based at Innsworth, Gloucester. The nursery offers care from 8am to 6pm on Monday to Friday, all year round. It employs 11 members of staff. Of these, one member of staff holds qualified teacher status, one holds early years teacher status, one holds an appropriate childcare qualification at level 4 and four other members of staff hold appropriate childcare qualifications at level 3.

## Information about this inspection

### Inspector

Anita McKelvey

## Inspection activities

- The inspector and manager carried out a learning walk to see the way the setting is used and organised to provide a wide curriculum for children's education.
- The inspector carried out a joint observation with the manager to reflect on the quality of teaching.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection to share their thoughts and views on the nursery.
- The inspector, manager and area manager held a leadership and management meeting, where they discussed nursery practice, teaching and organisation.
- The inspector sampled paperwork, including complaints records, policies and procedures for safeguarding, and children's records.

We carried out this inspection 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.

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