

# Inspection of Choochoos Day Nursery

Choochoos Day Nursery, 50 Mill Lane, Harbledown, Canterbury CT2 8NE

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Inspection date: 1 March 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</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**

Children enthusiastically run up the path to the nursery, happy and ready to learn. They are greeted at the door to their room and settle into the activities that have been organised for them. Children are encouraged to be independent from a young age. Babies are supported to wipe their own noses and those who are mobile are shown where to put their dirty tissues.

Children demonstrate a positive attitude to learning. They can freely choose what activity they want to take part in and they happily engage in a variety of experiences. For example, older children eagerly bash blocks of coloured ice to get to the dinosaurs that are frozen inside. They are encouraged to take turns when doing this and are reminded how to be careful when using the ice hammers.

Children have access to a secure outdoor area all day and staff plan time outside for babies to enjoy fresh air daily. Children have space to practise their physical skills. They are supported to peddle tricycles and have room to run. Older children learn about the meaning of Pancake Day and the significance of the name 'Shrove Tuesday'. They pretend to make pancakes in the sand pit and talk about the ingredients they need, including how to cook them.

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

- Managers have recently implemented a nappy changing audit to ensure the nappy changing procedure is robust in safeguarding children. Managers observe staff in order to best support their practice. They have recently made changes to the rooms staff work in. This is to provide staff with a range of opportunities. There are good systems in place to make sure that managers receive support and effective mentoring from peers within the organisation. As a result, staff feel supported within their role.
- Babies physical development is promoted well. They enjoy exploring a range of sensory activities. For example, children use their hands to squeeze scented play dough and have access to a range of different textured resources. However, at times, staff can become occupied with daily tasks, such as cleaning, and miss opportunities to fully support babies' learning.
- Children with special educational needs and/or disabilities are supported well. Staff identify gaps in children's learning and support parents to promote their development at home. Funding is used to provide additional staff support for children who need it. As a result, children are making good progress.
- The key-person system supports children's personal and emotional development. For example, key people change children's nappies and tell children when they are about to do this. This helps children to trust adults and form secure relationships with them.

- Children behave well. They understand the rules and boundaries at the nursery and are confident to tell staff if others are not following these. For example, children will seek support from adults when others do not wait their turn. Staff remind children of how to take turns, and support them to resolve matters quickly.
- Staff help children to learn new words. For instance, older children learn about the initial sounds of items they choose out of a bag. However, sometimes, staff's teaching and their quality of interactions are not fully effective to extend children's learning further, specifically for the babies. For instance, the language they use is not always age appropriate. In addition to this, staff do not consistently use strategies to support children's speech. This has an impact on the extent to which children can make progress in their language development.
- Children have a range of opportunities to experience and find out about the world around them. For example, they go on outings to the local park and have visitors to the setting who talk about their job. This develops the children's understanding of people, the place where they live and other aspects of the environment.
- Parents mostly feel well informed about what their children are learning and who their key person is. Staff hold regular meetings with parents to discuss their children's progress. They liaise with parents and share ways to support learning at home, especially for children who may require additional support.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands her role and what to do if she is made aware of concerns relating to a child's welfare. Staff know the procedure to follow should they have concerns about a child's well-being or about an adult working with children. They know how to recognise indicators of abuse, including how to recognise if a child is being exposed to extreme views. Managers have updated and made improvements to risk assessments to ensure children's safety.

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

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

- improve the organisation of staff to fully support the needs of all children, particularly younger children
- develop how staff support children's learning to ensure it is consistent, particularly when promoting children's language.

## Setting details

<b>Unique reference number</b>	2629640
<b>Local authority</b>	Kent
<b>Inspection number</b>	10216300
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	The Old Station Nursery Limited
<b>Registered person unique reference number</b>	RP520274
<b>Telephone number</b>	01227464230
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Choochoos Day Nursery registered in 2021. It is located in Canterbury, Kent and is part of The Old Station Nursery Group. The nursery is open each weekday from 8am until 6pm all year round. Funding is accepted for the provision of free education for children aged two, three and four years. The nursery has a team of 30 staff, which includes a cook and an administrator. Of these, 15 hold early years qualifications, including three who are qualified to level 6.

## Information about this inspection

**Inspector**  
Pippa Clark

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The deputy manager provided the inspector with a sample of key documentation on request.

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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