

Inspection of Station House Children's Day Nursery

Station House, Common Road, Dunnington, York, North Yorkshire YO19 5RY

Inspection date: 16 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy at this warm and welcoming nursery. They confidently leave their parents at the door and settle quickly in the calming and natural environment. Children form affectionate bonds with staff, who help them feel safe and secure. They are motivated to join in activities because staff plan to extend their interest and learning. For example, babies practise digging and scooping in the indoor sandpit. Older children are given ice to explore. Staff supervise them closely and encourage them to hold the ice and feel its texture. They reassure children when they show that the ice is cold, slips from their hands and they drop it.

Staff have high overall expectations for children's learning. Children acquire key skills in preparation for the next stage in their learning. They show concentration and perseverance. For example, children maintain their focus as they hammer pegs into polystyrene. They demonstrate good physical coordination as they succeed. Children count the number of pegs they have used, extending their mathematics skills. Children's learning is well supported.

Children's behaviour is good. They are kind and friendly towards each other and display positive attitudes to their learning. Children have high levels of confidence to solve minor disputes for themselves. They enthusiastically interact with staff and visitors.

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

- Staff create an environment that is calm and relaxing. Children enjoy exploring inviting spaces with resources, including soft lighting and real-life items. Babies have cosy cots that they can freely access when they require rest or a sleep. They listen to calming music to support their well-being.
- Staff promote language well and extend children's vocabulary. Babies babble and are responded to both verbally and non-verbally. Staff in the pre-school room encourage children to use an encyclopaedia. They find out more information about barracuda fish, giant clams and moray eels. Children develop good communication skills and are able to confidently articulate what they know.
- Children enjoy the role-play area. They use resources, such as real crockery and utensils, and use their imagination well as they act out familiar routines. For example, children make 'cups of tea' for staff and visitors. Staff make the most of these spontaneous opportunities to engage children in conversation. They encourage them to think about and describe what they are doing.
- Children are taught about the differences between themselves and what makes them unique. Staff challenge gender stereotypes. For example, girls delightedly exclaim that they are builders as they play in the role-play area. They use

resources, including real hammers to hammer pegs in a focused activity.

- Parents speak highly of the friendly and caring staff. They value the detailed information they receive about their children's care and learning. They say their children are more confident and independent and that the nursery staff are 'like family'.
- Staff encourage children to follow a healthy lifestyle. They provide children with nutritious meals, and a selection of fruits at the snack table. Older children are encouraged to drink water on a warm day and understand the words 'hydrated' and 'refreshed'. Staff reinforce this during their conversations about how to stay healthy.
- Staff develop good links with local schools, childminders and other settings children also attend. They work closely with external agencies to implement accurate and effective plans. All children make good progress from their starting points.
- Support for children when they move between rooms is good. However, staff do not plan time between activities as effectively. For example, children wait for long periods as staff organise what is happening after mealtimes. Therefore, children become restless and are not fully engaged in their learning.
- The manager ensures staff's mandatory training is up to date. She completes some observations of the staff team to help improve performance. However, current supervision arrangements do not yet identify professional development opportunities to raise the quality of education to an even higher level.
- The manager has a clear and ambitious vision for the setting. This is shared with all staff. Overall, there is a strong focus on continually developing and improving the quality of the setting. For example, the garden has undergone extensive work. This has created a stimulating and inviting learning environment for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to safeguard children. Staff complete safeguarding training and regularly discuss safeguarding matters. They can identify the signs that a child might be at risk, including the risk to children from exposure to extremist views and behaviours. Staff are confident about what to do if they have a concern about the conduct of a colleague. Leaders ensure that robust recruitment processes are in place, which include staff's ongoing suitability to work with children. Staff ensure the environment is safe and secure for children. Staff carry out daily risk assessments to minimise potential hazards, indoors and outdoors. They ensure that the environment is safe and secure and that children have a safe space to play.

What does the setting need to do to improve?

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

- help staff to consider how they can support children effectively as they move through daily activities and routines, so that they do not become restless and disengaged
- strengthen the arrangements for the supervision of staff to identify professional development opportunities that help raise the quality of education consistently to the highest level.

Setting details

Unique reference number	EY306093
Local authority	York
Inspection number	10225943
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 at time of inspection	0 to 4
Total number of places	80
Number of children on roll	68
Name of registered person	Station House Children's Day Nursery Partnership
Registered person unique reference number	RP903563
Telephone number	01904 481222
Date of previous inspection	19 September 2016

Information about this early years setting

Station House Children's Day Nursery registered in 2005 and is located in Dunnington, York. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including two with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Crumpton

Inspection activities

- This was the first routine 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022