

Inspection of The Old Station Nursery

St Johns Road, Uxbridge UB8 2UR

Inspection date: 31 August 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 show that they feel happy and safe in this nurturing environment. They form warm relationships with their key persons and, as a result, children settle well and explore with confidence the range of engaging activities available to them.

Staff and leaders value each child as an individual who learns and develops at their own pace. Children learn key skills and are additionally supported with small-group work. This is to support attention and listening during 'wow time'. Children benefit from a curriculum that is tailored to their interests, inclusive of home languages and cultures. This allows all children and families to feel valued. Staff are well equipped to plan for children's next steps and seek parental contribution about the children's interests and assessments during child focus weeks.

Children benefit from a range of experiences that enrich the curriculum. Staff plan outings in the local environment to explore the stream and nature areas. Children are happy as they explore nature as routine practice. Learning comes to life, for example, by creating models of the houses from 'The Three Little Pigs' using natural materials.

Children behave well and learn to take turns. They are fully supported by staff to share resources, learn to empathise and regulate their emotions. Staff have high expectations of children as they are taught how to be independent, both in their play experiences and within the daily routine.

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

- Leaders communicate their vision for the nursery effectively. They endeavour for all children to make good progress at their own pace. Staff recognise the importance of tracking children's progress. They talk about and celebrate children's achievements, with particular reference to children with special educational needs and/or disabilities.
- Staff feel valued and say that leaders are considerate of staff workload. Leaders meet with staff regularly to monitor well-being and support staff's continued professional development.
- Children have many opportunities to further develop their physical skills. They use the outdoor area to throw, catch, balance and run. Staff coach the children through skills such as throwing and catching. They know when to step back and allow the children to practise the taught skills independently.
- Communication and language are well promoted in the baby room. Babies engage in rich back-and-forth interactions. They are introduced to new vocabulary, for example, when playing with play dough, staff say 'pull' and 'roll' while modelling the action to go with the word. This prepares babies for the

development of their oral language.

- Experienced staff throughout the nursery provide plenty of opportunity for children to develop oracy skills. However, this is not always consistent among less-experienced staff. As a result, children do not always have opportunity to hear well-modelled language and learn new vocabulary.
- Staff communicate effectively with destination schools and between themselves. Children are well prepared for the next stages in their learning and transition to school. For example, children in pre-school develop their fine-motor skills in preparation for writing through activities such as 'dough disco' and name writing.
- Children have opportunity to practise their independence skills frequently and grow in confidence. For example, babies are supported to feed themselves, toddlers self-serve their lunch and pre-schoolers serve and choose their own food at a 'food bar'. Children feed themselves nutritional meals using cutlery and older children help with responsibilities such as putting away equipment.
- Children are given opportunity to take risks in their play when playing outside. However, when children make mistakes, they are not always informed of the reasons behind why certain choices are not suitable. As a result, children's learning of risk-taking is not always fully supported.
- Children behave well as a result of caring staff who support them to understand their emotions and self-regulate. In the toddler room, children are carefully supported when involved in a disagreement between other children.
- Partnerships with parents are central to the nursery practice. Staff regularly communicate with parents. The families are actively encouraged to make contributions to the nursery, including sharing recipes with the chef. This allows all children to explore cuisine from different countries. Parents 'cannot speak highly enough' of the support their children receive from the staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their requirements to keep children safe. Leaders provide staff with updated knowledge through formal training, regular updates and scenario-based learning. Staff understand the signs of abuse and know what to do if they have a safeguarding concern. Risk assessments are in place for activities such as pond dipping and outdoor play. Leaders are diligent when recruiting new staff and have a robust recruitment process, ensuring that staff are checked prior to employment.

What does the setting need to do to improve?

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

- further develop children's language skills through rich discussions in order to best prepare children for the next stage in their learning

- strengthen how staff teach and explain risk-taking to support the children's understanding of learning from their mistakes.

Setting details

Unique reference number	139106
Local authority	Hillingdon
Inspection number	10237548
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	67
Number of children on roll	67
Name of registered person	Premier Nurseries Limited
Registered person unique reference number	RP523553
Telephone number	0189 523 4455
Date of previous inspection	19 October 2016

Information about this early years setting

The Old Station Nursery is situated in the London Borough of Hillingdon. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years. The provider employs 24 members of staff. 15 members of staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Samantha Danison

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 inspector and deputy manager conducted a learning walk of the nursery to establish the intention of the curriculum.
- The inspector viewed the provision's premises for safety and suitability.
- The inspector spoke with children, in all rooms, to find out what they like about the nursery.
- The inspector spoke to members of staff at appropriate times during the inspection and considered their views.
- The inspector and deputy manager conducted a joint observation.
- The inspector spoke with the manager, deputy manager and area manager of the nursery.
- The inspector conducted observations of children inside and in the outdoor area.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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