

Inspection of The Old Station Nursery

Imjin Barracks, Innsworth Lane, Innsworth, Gloucestershire GL3 1ET

Inspection date: 5 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting and press the door buzzer with smiles. A senior member of staff immediately greets them. This makes families feel welcome and ensures children separate from their parents and carers safely. Older children say hello to office members as they pass by. During the COVID-19 pandemic, the setting used its open foyer for settling-in activities. Leaders are aware of the impact the pandemic may have had and are thrilled to allow parents back into the building.

Children navigate the space well and move with confidence. For example, staff encourage the full use of the age-appropriate indoor climbing apparatus in every room. Children progress well with their physical skills.

Staff know the children and settle them quickly. Children make meaningful relationships with their peers. During rolling snack, children find their name places and invite their friends to join them at the table. Children feel content and secure.

Staff plan with specific children in mind. Children learn through themes that they enjoy. For example, they create gingerbread men by painting, moulding and baking. This gives them opportunities to recall what they learn. Children who speak English as an additional language and those with special educational needs and/or disabilities are closely observed to ensure interventions are successful. The setting uses additional funding effectively, providing additional one-to-one staff, specialist resources and improvements to their outside facilities.

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

- Leaders are aware of the community they serve. They use this knowledge to fill the gaps in children's experiences, such as providing a forest school exploration space outside so that children can use it like a home-from-home garden. Staff support military families when it is time to move on. They have conversations about saying goodbye and teach children about where their friends are going next.
- Leaders have a clear vision that children should have ownership of their own learning. Children are inquisitive and display confidence to select a variety of resources, such as mark making on the floor and then hosing it clean. They express themselves clearly and look for staff to engage with them in more focused activities. Sometimes, by enabling children's current wants, staff miss opportunities to move children on with their learning, for example by introducing new vocabulary.
- Babies enjoy songs during mealtimes and join in with sign. Toddlers have access to books throughout the day and approach staff to read them. Pre-school

children access books independently in a reading nook. Staff understand the importance of stories and have a book of the week which they share daily. Children are exposed to a variety of stories and rhyme. Families can borrow books from the setting via the lending library.

- Children are secure within the setting and staff build strong relationships with them. Staff and children celebrate achievements with excitement. For example, children enjoy receiving stickers. Staff support children to manage small disagreements. They speak to them down on their level and use phrases such as 'kind hands', 'please' and 'wait your turn'. Children play cooperatively together.
- Parents are very happy with the progress their children make while at the setting. They speak highly of staff and leaders. Parents report that their children receive a rounded education from compassionate staff. Parents receive daily handover information. Children receive consistent care routines, both at home and at the setting.
- Staff talk about what makes the children unique. They discuss food preferences and home life during free play. Staff use a family photo wall to encourage children to find out more about one another. Children have a good understanding of what makes them similar and different.
- Leaders are proud of the diversity within their team, and staff state how they feel valued. Leaders understand the main pressures on staff and work with them to support their well-being. Staff have access to free counselling and receive regular incentives. Staff understand which paperwork is important and spend quality time with the children in their care.
- Leaders share information well with staff and make good use of online training programmes. However, there is scope for leaders to further target staff's professional development, particularly to focus on their individual training needs, to drive continual improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure the continued suitability of their staff. New staff receive a concise induction and are aware of policy documents. Leaders carry out risk assessments of the premises. Staff understand their responsibility to keep children safe. They can identify possible signs of abuse and know how to report any concerns they may have. Staff show that they have knowledge of a variety of safeguarding issues, including the 'Prevent' duty. Staff are aware of the procedures to follow should they have any concerns about another member of staff.

What does the setting need to do to improve?

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

- improve how staff support child-initiated activities to extend children's learning

further

- continue to embed the processes for monitoring staff practice so that their professional development can be more closely linked to their individual training needs and further enhance their teaching skills.

Setting details

Unique reference number	EY410811
Local authority	Gloucestershire
Inspection number	10235414
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	94
Number of children on roll	94
Name of registered person	The Old Station Nursery Limited
Registered person unique reference number	RP520274
Telephone number	01452 739010
Date of previous inspection	25 October 2016

Information about this early years setting

The Old Station Nursery registered in 2010 and is one of many settings owned by the provider. The nursery is open from 7.30am to 6.30pm. The nursery closes for a week between Christmas and New Year. It is in receipt of funding from the military and for the provision of free early education for children aged two and three years. There is a team of 36 staff. The manager and two other members of staff hold relevant qualifications at level 7.

Information about this inspection

Inspector

Amy Montgomery

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 joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 joint observations of group activities 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