

Inspection of The Old Station Nursery - Bridgetown Preschool and Out of School Club

Bridgetown Primary School, Byron Road, STRATFORD-UPON-AVON, Warwickshire
CV37 7JP

Inspection date: 9 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have high expectations of all children, and their well-being is of the utmost importance. Children arrive happy, they form close relationships with staff and make friends. This helps them to settle, and feel safe and secure in this inviting, nurturing setting.

Children thrive in this well-thought-out and stimulating environment. Everything is safe and accessible to children. This enables children to be independent and make choices, which in turn builds their confidence. Children enjoy playing with play dough, they skilfully use a range of tools, such as scissors and various rolling pins to roll and cut it. They also use tools to make marks on the play dough. As they do this the children and staff talk to each other about what they are doing, and the marks they have made. Children use their imaginations and manipulate the dough to create food. This supports children's small hand muscles, imagination and their communication and language skills. Staff are excellent role models. They are kind, respectful and teach children the nursery rules. All children behave well, are motivated to learn, and make good progress. This ensures they are ready and well prepared for their next stage in learning and transition to school.

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

- The nursery curriculum is designed to provide children with the sequence of learning they need to make good progress. However, the ongoing learning for children with special educational needs and/or disabilities (SEND) is not always linked to their interests or preferences in play. Staff do not always know what strategies to use to fully support what these children need to learn next, in order to make the best possible progress.
- Staff provide challenges and resources in order to extend children's learning. For example, children enjoy dressing up and mark making. Therefore, a dressing up and role-play area has been set up with a range of mark-making tools. Some children call it an 'office', others call it a 'doctor's surgery'. Children enjoy 'writing notes' and 'letters'.
- The nursery environment reflects its community and is welcoming. The manager and team know all of the children and families well. The setting celebrates all of the children that attend, their culture, festivals and family. This contributes to children's high levels of self-esteem.
- Self-help and independence are weaved throughout everything children do. For example, children confidently select and access what they want to play with and do. They can put on their own coats and wellingtons ready for outdoors. Children are also able to competently tidy up, wash their hands and serve their own meals.
- Children enjoy being active and being outdoors. They are offered healthy snacks

and meals. Throughout these routine activities, staff teach children the importance of regular exercise and healthy eating.

- Parents are generally happy with the nursery. However, some parents report they are not sure how well their children have settled. Although the setting shares pictures and information with parents, not all parents know what their children are learning and what the setting is doing to prepare children for their next stage in learning and eventual move to school.
- Children benefit from the strong links the nursery has made with the school. The manager and staff invite teachers from the school to visit the children. They also hold meetings with the reception teachers to discuss and review what the setting needs to do, and has done, to prepare children. This ensures that children are well prepared for school, are safe and have a smooth transition.
- Communication and language is well supported across the nursery. Staff are good role models and give children time to talk and test out their ideas. For example, children like books and story time. They listen carefully as staff read to them and enjoy sharing their ideas about what they think will happen next. Children also enjoy talking about the story, the characters and sharing their favourite parts.
- Staff feel very supported by the setting's leaders and managers. They feel valued and their well-being is of the utmost importance. Staff receive regular supervisions and they find this very supportive. They receive regular training opportunities to support their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff know the possible signs and symptoms that indicate a child may be at risk of harm or abuse. They know the local procedures they must follow to report any child protection concerns. In the event an allegation is made against any member of staff or the manager, they know the procedures they must follow to report these concerns. The manager is trained effectively and supported to carry out rigorous recruitment checks, which ensure that staff are suitable to work with children and remain so.

What does the setting need to do to improve?

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

- support all staff to know and understand targeted interventions for those children with special educational needs and/or disabilities (SEND) to promote their ongoing learning and development even further
- strengthen partnerships with parents and improve communication, so that all parents are fully informed about the plans for their children's learning.

Setting details

Unique reference number	EY360015
Local authority	Warwickshire
Inspection number	10264057
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	3 to 4
Total number of places	36
Number of children on roll	24
Name of registered person	Polkadot Day Nurseries Ltd
Registered person unique reference number	RP902404
Telephone number	01789264745
Date of previous inspection	22 May 2017

Information about this early years setting

The Old Station Nursery - Bridgetown Preschool and Out of School Club registered in 2015. It employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 up to level 6 who has qualified teaching status. The site operates from Monday to Friday, term time only. Sessions for the pre-school are 9am to 3pm and for the club are 8.45 to 9 am and 3.10pm to 6pm.

Information about this inspection

Inspector
Kiri Gill

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 childcare manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childcare manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the setting managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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