

# Inspection of The Old Station House Day Nursery

22 Collier Row Lane, ROMFORD RM5 3BP

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Inspection date: 29 March 2023

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

Children are happy when they arrive at the nursery and separate confidently from their parents. The friendly staff team welcomes them in. Staff support children as they join in with the extensive activities on offer, which they tailor to children's interests and needs. Children seek out their friends and talk excitedly about things they have seen on the way into nursery. They have strong relationships with their key persons, who in turn know them well. Staff gain information from parents during the flexible settling-in process. This supports staff to offer a well-thought-out curriculum.

Children seek out staff for cuddles or to involve them in their play. Staff are thoughtful and kind. They play alongside children, while focusing on extending their speech and language. Staff teach children about their feelings throughout the nursery. Children are encouraged to express themselves and describe what makes them happy, sad and angry. This encourages children to learn to self-regulate their emotions.

All children are encouraged to use sign language, alongside spoken language. Babies sign 'more' to staff. Children enjoy the outdoor play space available and have opportunities to run and join in with activities using balls and hoops. Staff also encourage children's physical development inside, where they access small-scale climbing and slides.

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

- Leaders and staff plan an ambitious curriculum for all children. They work very well together and have many opportunities to set targets and ensure that children's learning is well supported. For example, managers ensure that staff have enough time to reflect on their key children's development and set targets for them. This ensures that children's progress is monitored effectively and gaps in children's learning are identified quickly.
- Leaders are good role models. They work alongside staff to ensure that children are at the heart of the provision. Leaders oversee staff with integrity and are motivated to continually develop the setting.
- The special educational needs coordinator (SENCo) is confident in her role. She works with key persons to look at the needs of children with special educational needs and/or disabilities, and supports and guides staff well. For example, the SENCo meets with staff regularly to look at specific training needs and to organise training. This is well received by staff, who report that this extra support really helps them to feel skilled to meet the needs of all the children. It also ensures that the nursery is fully inclusive.
- Parents are very happy with the care that their children receive in the nursery.

They comment on the lengths that staff go to to keep them informed of their child's progress and things they enjoy. Many parents return to the nursery with second and third children. They are clear that the nursery feels like an extension of their family. This helps children to learn in an environment that they feel safe and secure in.

- Children enjoy a healthy and well-balanced diet at nursery. At mealtimes, children sit in small groups with staff, who encourage them to eat. It is a very social time where children talk to each other. Children use discussion cards to talk about their favourite vegetables and how they are grown. Staff respond to children with encouragement and praise and give all children at the table the opportunity to be part of the conversation. Children are able to use cutlery appropriately and babies are able to feed themselves with a spoon. Children are well behaved and kind to each other and to staff.
- Children have some opportunities to be independent. For example, they serve their own cereal at breakfast and pour their own drinks. However, at times, staff do not encourage children to try before they complete the task for them. At these times, children do not develop their self-help skills.
- Children are given many opportunities to make choices. For example, babies choose songs and rhymes for staff to sing to them by selecting a picture card and handing it to staff. Staff celebrate these occasions and ask for a children for a 'high five'. At these times, children develop a sense of autonomy and the confidence to make choices.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities with regard to keeping children safe. They can confidently describe the signs and symptoms that would concern them. Staff know who to contact to report such concerns. They attend regular training and are knowledgeable about a range of safeguarding issues, such as the 'Prevent' duty and county lines. Staff demonstrate a good understanding of how to deal with accidents or if they was a choking incident. Staff and older children risk assess areas together to ensure that they are safe and secure for children to play in.

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

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

- make sure that children are given every opportunity to develop their independence and self-help skills.

## Setting details

<b>Unique reference number</b>	EY430329
<b>Local authority</b>	Havering
<b>Inspection number</b>	10280545
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	The Old Station House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP514125
<b>Telephone number</b>	01708755247
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

The Old Station House Day Nursery registered in 2011. It is situated in Collier Row, within the London Borough of Havering. The nursery operates Monday to Friday, from 8am to 6pm, throughout the year, except for bank holidays. The nursery is in receipt of funding to provide early education for children aged two, three and four years. It employs 20 members of staff, including the manager. Of these, 13 staff hold qualifications ranging from level 2 to level 5.

## Information about this inspection

### Inspector

Laura Coletti OBE

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the staff and has taken that into account in their evaluation of the nursery.
- The manager, director and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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.

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