

# Inspection of The Old Station Nursery, High Wycombe

Manor Farm Junior School, Rose Avenue, Hazlemere, High Wycombe,  
Buckinghamshire HP15 7PH

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Inspection date: 5 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Staff design a programme of activities that successfully follow children's interests. For example, children explore their sensory garden. They jump on stepping stones, identifying the names of animals. They look for bugs in the soil and talk enthusiastically about what they find with staff. Children are excited to look at a robin's nest after the family of birds have left. Staff teach young children how to say 'bird' and they learn the Makaton signs for 'bird' and 'help'. Staff sing songs with babies and toddlers while they enjoy the fresh air and get lots of exercise.

Staff supervise children of all abilities to access creative opportunities. This helps children to learn to express themselves, discuss colours and the marks they are making. Children learn about different cultures and languages. Parents are invited to come and read stories in their home languages. Children share photos of their cultural celebrations with staff and explore foods from different countries with chopsticks. Children are encouraged to consider small risks in their environment. For example, they take a teddy around the garden with staff to look for any hazards they need to make safe. Staff give timely reminders for children to take turns and use 'kind hands' while they play. Children behave well at the nursery.

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

- The manager works hard to support her team to develop communication within the setting. She has completed training to learn sign language. This has been introduced into staff practice and benefits younger children and those with special educational needs and/or disabilities.
- The manager and staff have formed positive partnerships with parents and carers. They communicate regularly through the setting's online app and during daily handovers. Parents value the suggestions and home-learning packs provided by the setting. For example, they state that they enjoyed making scones, play dough and salt dough with packs provided to continue children's learning at home.
- Staff report good levels of well-being. Managers have an open-door policy so staff feel they can approach them for advice and support. The manager celebrates staff's hard work. For example, she has collected positive feedback from parents and displayed this around the nursery for staff to see.
- The provider effectively seeks ways to enhance children's enjoyment and learning. For example, she organises for a visitor to deliver exciting sessions which focus on children's language and literacy skills.
- Older children benefit from many enjoyable activities that promote their learning successfully. For example, staff plan opportunities for older children to read books, explore items which relate to the stories and discuss pictures with staff. However, at times, children become distracted with other activities and do not

benefit from the learning intentions during group times.

- Staff plan experiences which support children to develop their knowledge and understanding of their local community and to consider environmental issues. For example, children go litter picking and visit their local supermarket to buy ingredients. Children visit their local library and go on trips to their local park.
- Staff introduce some counting and language relating to size as children play. However, the curriculum for mathematics is not embedded as well as for other areas of learning. In addition, staff do not consistently recognise opportunities that arise to extend children's knowledge of other mathematical ideas.
- Staff know children well and form strong bonds with them. Children settle quickly at the setting and the youngest children regularly enjoy a cuddle and reassurance from staff. Staff support children's personal care needs sensitively and make sure routines from home are followed as closely as possible.
- Staff help parents to consider which skills are important for children to learn for their move to school. The manager offers support sessions for parents online and gives them feedback from local teachers about how they can help prepare their children. Staff help children to learn to dress themselves, serve themselves at snack time and use the toilet independently. Children are encouraged to recognise their photos and names as they move through nursery.
- Staff monitor children's progress well and use their regular assessments to identify and address any gaps in children's learning. Staff spend time speaking with children each week to find out what activities have gone well and what they would like to do the following week. This helps staff to consider what stories to read and what new vocabulary to introduce to build on children's interests and extend their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review and improve the planning and implementation of activities and experiences to more fully engage older children
- strengthen the support for children to develop their mathematical understanding.

## Setting details

<b>Unique reference number</b>	EY550699
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10305723
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	DR Arora Enterprises Ltd
<b>Registered person unique reference number</b>	RP532684
<b>Telephone number</b>	01494814041
<b>Date of previous inspection</b>	6 July 2023

## Information about this early years setting

The Old Station Nursery, High Wycombe registered in 2017. It is based in Hazelmere, High Wycombe, Buckinghamshire. The setting opens from 8am to 6pm, Monday to Friday for most weeks of the year. The nursery employs 12 staff. Of these, nine hold recognised childcare qualifications ranging from level 2 to level 5.

## Information about this inspection

### Inspector

Charlotte Foster

## Inspection activities

- The inspector discussed any continued 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.
- Staff spoke to the inspector during the inspection.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The manager and the inspector carried out a joint observation of a group activity.

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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