

Inspection of The Old Station Nursery - Stratford-upon-Avon

Greyswood, The Ridgeway, Stratford-upon-Avon, Warwickshire CV37 9JL

Inspection date: 6 August 2024

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

Parents enter the nursery to drop off and collect their children. A well-planned induction for children provides time for staff to gather valuable information about each child's interests, likes and dislikes. Children's visits with parents help to ease the eventual separation, and children form close bonds with their key person. This supports children's emotional well-being and makes them feel secure in the environment. Staff are kind and nurturing. They respond quickly to children's emerging needs as they cuddle and reassure children. Staff teach children simple rules from an early age. They model good behaviour and remind children to use 'kind hands' with their friends. As a result, children begin to think about how their behaviour affects others.

The curriculum focuses in the main on the prime areas. This is appropriate for the age range of the children attending. There is some integration of the specific areas for older children, such as in mathematics. This challenges their learning further. Staff teach children the skills they require for their future learning based on what children know and need to know next. The team wants children to make the best progress, taking account of their starting points.

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

- A programme of supervision, training and support provides staff with the knowledge and skills they need to carry out their roles and responsibilities effectively. Staff feel valued and speak highly of the managers' commitment to their work and the care of the children. The organisation maintains a clear governance of the nursery.
- Children with special educational needs and/or disabilities receive good support. Early assessment of children provides staff with an accurate picture of each child's development stage. Any gaps in children's development are swiftly identified. This means that early interventions target areas where children need support to make the best possible progress.
- Babies thrive in the environment. They have access to indoor and outdoor play. The environment is filled with language as staff continually talk, sing and verbalise to encourage children to make sounds. At group times, children engage in simple games with staff. The children are enthralled as they look at what is in the box. Each item links to a song or rhyme. Some of the children begin to shuffle and move their bodies to the sounds. They follow staff as they clap their hands. This develops children's strength in their large muscles and prepares them for their next steps in learning.
- Staff use toddlers' interest in dinosaurs to build on their learning. Children show good dexterity as they move rollers through the paint to make patterns. Staff introduce simple mathematics as they talk about the different shapes and

patterns children make. They follow the children's lead as they ask to stomp like a dinosaur, taking off their shoes and socks to make their own footprints. Children giggle as they 'stomp, stomp' like a dinosaur along the paper. Younger toddlers develop their physical skills as they hold large chalks to mark make. However, on occasion, some activities do not inspire children's curiosity to a consistently high level, and children quickly move on.

- Older toddlers speak confidently and begin to show good levels of self-esteem. They recall events from their own experience. Children talk about places they have been to and things they have done in detail. Occasionally, younger children who lack the range of vocabulary to express how they feel can become frustrated. Staff do not always seize the opportunity to support these children as effectively as they might to understand their emotions.
- Staff teach all children to build their independence. Babies begin to feed themselves, initially using their hands and then with spoons and forks. Staff take care to support children's safety when eating. They supervise children well during mealtimes to keep them safe.
- Partnership with parents is good. Parents comment on the range of good communication with the nursery. They are kept informed about their children's progress. This helps them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and honest 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:

- consider how strategies can be used more effectively to encourage children to articulate their feelings and emotions
- support staff to review how teaching can inspire children's learning so that they gain the very best out of all activities.

Setting details

Unique reference number	EY292440
Local authority	Warwickshire
Inspection number	10360581
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 3
Total number of places	50
Number of children on roll	64
Name of registered person	Polkadot Day Nurseries Ltd
Registered person unique reference number	RP902404
Telephone number	01789 290101
Date of previous inspection	1 December 2022

Information about this early years setting

The Old Station Nursery registered in 2004. It is located in Stratford-upon-Avon, Warwickshire. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. There are 17 staff who work at the nursery, 13 of whom hold relevant early years qualifications ranging from level 6 to level 2. Four staff are not qualified. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

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 inspector viewed all areas of the premises used for childcare. They discussed the suitability and safety of the areas.
- The manager joined the inspector for a learning walk. They discussed the aims and rationale for their early years foundation stage curriculum.
- The inspector carried out a joint observation of practice with the manager.
- The inspector observed the quality of the care and education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to parents on the telephone and took account of their views.

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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