

Inspection of The Old Station Nursery, Iver

62 High Street, IVER, Buckinghamshire SL0 9NG

Inspection date: 10 December 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The managers and staff successfully create an environment where each child's physical and emotional well-being are prioritised and expertly nurtured. The calm, consistent and very caring approach of staff supports children to understand and manage their emotions extremely well. Staff greet children and families on arrival, providing reassurance and support to help new children settle in comfortably to the setting. New children settle in extremely well. Staff build excellent relationships with their key children, fostering a sense of security and belonging from the start of the day. Staff provide an abundance of positive feedback and praise to children when they complete tasks, fully building their already-high self-esteem. Transitions throughout the day are smooth and seamless, supporting children as they move around the setting. Staff manage changes calmly and effectively, providing additional support when needed. This helps to ensure that children feel secure and that their emotional needs are consistently met, fully supporting their well-being. Children benefit from a well-sequenced curriculum that staff implement well. They provide activities that intertwine children's individual curiosities as well as their own tailored next steps in learning. For example, children explore paint and water and show their curiosity to see what colours they have mixed. Children enjoy sitting together as they sing songs and enjoy discussions about the stories they have read. This helps to enhance their social skills.

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

- Staff provide excellent opportunities for families to share information about their cultural identity and to come in to talk about special celebrations. Children learn about different traditions, clothing, foods and practices, helping them to build an appreciation and respect for cultural differences. Children are supported to engage in meaningful conversations during these sessions by asking questions and sharing their thoughts. This helps to develop their language and communication skills, as they learn to articulate questions and listen attentively.
- Children are confident communicators. They express themselves clearly and say they are 'happy' to be at nursery. They develop a love of reading and are immersed in songs and stories during the day. They have opportunities to choose the story they would like to hear and enjoy retelling their favourite ones through play. Children develop good concentration skills and listen intently to shared stories, joining in with familiar phrases.
- Managers support staff to ensure that they can plan and deliver a good curriculum that is ambitious for all children, including those with special educational needs and/or disabilities. Staff know what children have learned and what they want to teach them next and why. This helps all children receive good support that meets their learning needs. All children make good progress.
- The dedicated managers have high ambitions for the nursery and put a high

emphasis on staff's well-being. For example, staff have access to training and professional development, and they benefit from regular individual and team meetings. This helps staff to build on their knowledge and skills.

- Staff are attentive to any unwanted behaviour and always ensure that the children are safe. However, sometimes, staff do not fully explain the impact that unwanted behaviour might have. For example, they say 'feet on the floor' or 'walking feet', but they do not explain what could happen if they climb or run.
- Children have plenty of opportunities to play outside in the fresh air. They develop their physical skills as they ride on bikes, climb up the climbing frame and go down the slide. Children learn to take controlled risks. For example, younger children work out how to go up and down steps safely.

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:

- further staff skills to consistently provide children with explanations about the impact of unwanted behaviour.

Setting details

Unique reference number	EY360965
Local authority	Buckinghamshire
Inspection number	10367986
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 4
Total number of places	65
Number of children on roll	74
Name of registered person	Premier Nurseries Limited
Registered person unique reference number	RP523553
Telephone number	01753 783838
Date of previous inspection	5 March 2019

Information about this early years setting

The old station nursery, Iver registered in 2007. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. The nursery employs 13 staff. The manager has achieved early years teacher status and 10 staff hold qualifications at level 3 and above. The nursery receives funding for free early education for children aged under two, two, three and four years.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The manager carried out a joint observation with the inspector of a planned group activity.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the provision with the inspector.

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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