

Inspection of The Old Station Nursery, Mottershead Drive

54-56 Mottershead Drive, Innsworth, Gloucester, Gloucestershire GL3 1EH

Inspection date: 21 July 2025

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

What is it like to attend this early years setting?

The provision is inadequate

There are widespread and significant weaknesses across the setting that compromise children's safety and well-being. Although staff know how to raise concerns, leaders fail to maintain accurate records or take prompt action. They do not work effectively with external professionals, which puts children at risk of harm.

The curriculum is not well planned or ambitious. Staff do not understand how to sequence learning or build on what children already know and can do. As a result, the curriculum does not meet the needs of all children or support them to make the progress they are capable of. Interactions between staff and children are inconsistent, with insufficient opportunities to extend thinking, communication, and learning. Staff do not manage routines and transitions effectively, which creates disorder and unsettles children.

There are some isolated strengths within the provision. Babies benefit from calm, consistent sleep routines, and the outdoor area supports children's physical development. However, these positive aspects are not reflected across the setting. Inconsistencies in practice highlight broader weaknesses in leadership, curriculum planning, and safeguarding. These weaknesses hinder children's learning, development and well-being.

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

- Serious failures in leadership oversight have compromised safeguarding arrangements. Leaders have not fulfilled their statutory responsibilities or consistently followed the setting's safeguarding policy. This has resulted in weak partnership working with external agencies and poor oversight of record-keeping. These shortcomings have led to inconsistent protection and support for children, and have resulted in leaders not identifying and responding to concerning patterns of injuries and incidents. The lack of timely referrals and effective information sharing has ultimately placed children's safety at risk.
- Although staff and leaders are aware of children's interests, they lack a secure understanding of the curriculum and how to sequence learning effectively. As a result, the curriculum is narrow, lacks ambition, and fails to provide a broad, balanced foundation for children's development. It does not meet the diverse needs of children or support the depth and progression needed for them to make meaningful progress. They focus planning mainly on children's interests and do not take sufficient account of the need to extend children's learning and ensure their progression.
- The quality of interactions between staff and children is poor and lacks consistency, with limited purposeful engagement observed. Staff stand behind children, physically directing their arms and placing their hands onto activities

like play dough, leaving children confused and disengaged. Babies climb on soft play without adult support, while another remained awake and alone in a cot. Staff do not position themselves effectively consistently throughout the day to provide children with the support they need. These significant weaknesses severely hinder children's communication, learning, and overall development.

- Staff do not manage transitions or daily routines effectively, resulting in periods of disorganisation and chaos that disrupt children's focus, emotional security, and learning. For example, toddlers wait a long time for food, becoming unsettled and noisy. When this happens, staff struggle to soothe them without raising their voices. Pre-school children are left waiting in corridors or seated while staff clean around them, causing confusion. Although staff maintain effective sleep routines in the baby room, they do not organise mealtimes and other key routines clearly or deploy staff consistently, which increases risks to children's health, safety, and well-being.
- Staff communicate with parents suitably. They provide regular updates to parents using the setting's communication app to help keep them informed. Staff share information about what children have eaten and the activities they have been involved in.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain accurate, up-to-date records, respond swiftly to concerns, and work collaboratively with external agencies to consistently protect, support, and keep all children safe from harm	28/07/2025
improve staff deployment to ensure children are consistently supervised with staff actively positioned to support and engage all children throughout the setting	28/07/2025

develop and deliver a broad, balanced curriculum that is well-planned and adapted to meet all children's individual needs, ensuring progress in every area of learning	01/10/2025
strengthen and embed consistently high-quality, purposeful interactions between staff and children, to ensure meaningful engagement	01/10/2025
improve the management of daily routines, including lunch transitions, to prevent disorganisation that disrupts children's focus, emotional security, and learning opportunities.	01/10/2025

Setting details

Unique reference number	EY551513
Local authority	Gloucestershire
Inspection number	10399515
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 5
Total number of places	
Number of children on roll	67
Name of registered person	The Old Station Nursery Limited
Registered person unique reference number	RP520274
Telephone number	01452 731880
Date of previous inspection	4 December 2019

Information about this early years setting

The Old Station Nursery, Mottershead Drive registered in 2017 and is based at Innsworth, Gloucester. The nursery offers care from 7.30am to 6.30pm on Monday to Friday, all year round. It employs 18 members of staff. Of these, one has achieved early years teacher status, one holds an appropriate childcare qualification at level 5 and another at level 4. Additionally, six staff hold appropriate childcare qualifications at level 3 and two hold childcare qualifications at level 2. The setting is in receipt of government funded places.

Information about this inspection

Inspector

Megan Hooper

Inspection activities

- A learning walk was conducted with the manager to gain insight into the setting's vision, values, and educational aims.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the safeguarding policy.
- Leaders provided the inspector with a sample of key documentation on request.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The inspector tracked the experiences of children to capture child's experiences.
- The inspector observed daily practice, including snack, lunch and sleep routines and transitions.

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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