The Old Station Nursery - Moseley

Unique reference number (URN): 227205

Address: 106 Wake Green Road, Moseley, Birmingham, West Midlands, B13 9PZ

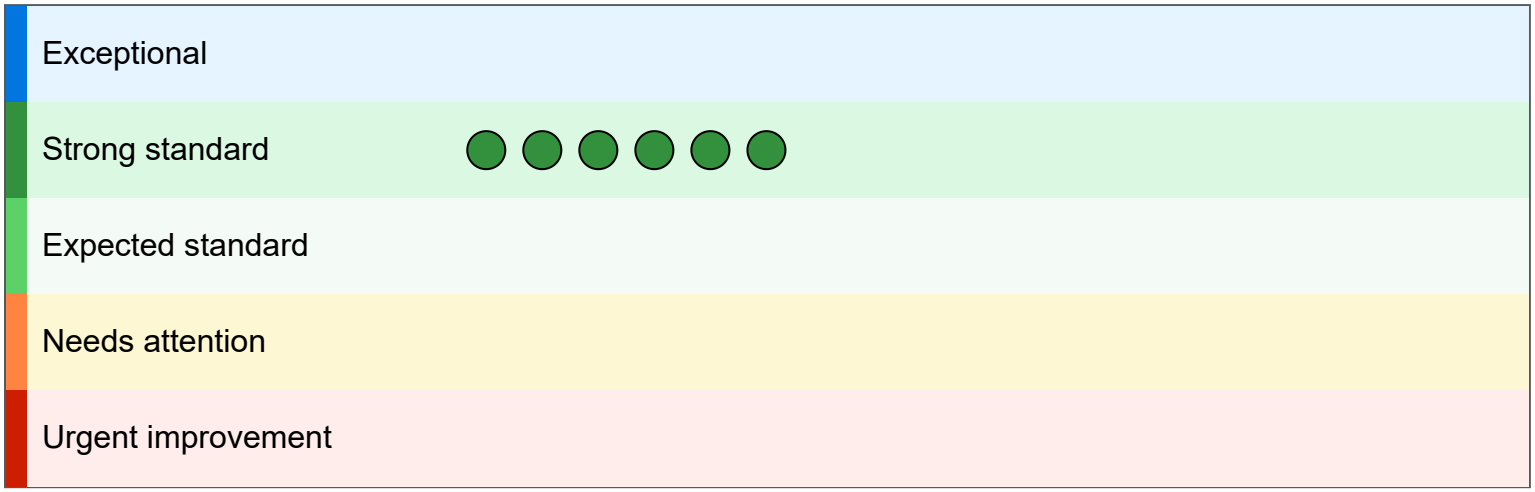
Type: Childcare on non-domestic premises

Registered with Ofsted: 29/07/1987

Registers: EYR, CCR, VCR

Registered person: Buds Limited

Inspection report: 19 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children develop a breadth of skills that prepare them very well for school. They gain detailed knowledge across the 7 areas of learning. Children progress well from their various starting points. They communicate confidently and are keen to talk to new people and share their ideas. Children are highly focused and show extremely positive attitudes towards learning. They demonstrate excellent listening and attention skills. They demonstrate sustained focus in activities. Children work collaboratively, build friendships and show empathy and understanding for others' feelings. They are learning how to problem-solve and work together as a team. Children can recognise numbers and count as they play. They clearly show a love for books and songs. Children can follow actions and join in with familiar nursery rhymes. These skills prepare them very well for their next stage in education, such as school.

Behaviour, attitudes and establishing routines

Strong standard

Leaders and staff have high expectations for children's behaviour. Children demonstrate very positive attitudes to learning. This is seen consistently across all rooms. All children demonstrate sustained focus on activities and engage for extended periods. These vital listening and attention skills prepare them very well for their future education.

Children behave well and demonstrate respect for one another. A positive and respectful culture is embedded throughout the setting. Children demonstrate empathy for others, learning to negotiate and resolve conflicts quickly. They develop positive relationships with staff and share close bonds. Children clearly understand the nursery's expectations and boundaries. They know when they need to wash their hands, wear an apron or help to tidy up. These behaviours are consistently embedded into practice across the nursery. Staff support children to manage their own feelings and behaviour. They reinforce this through high-quality teaching, praise and consistent routines.

Attendance is a priority. This ethos is shared with families so that children establish positive attendance habits ready for school. Staff tailor support and settling-in sessions for those children who may not attend regularly.

Children's welfare and wellbeing

Strong standard

Leaders consistently promote children's health and wellbeing. There is a wonderful, safe, clean and well-resourced environment that is highly conducive to learning and play. Staff spend time getting to know the children and their likes and interests. Key-person systems are highly effective. Staff meet the personal care needs of children with dignity and respect. Staff are attentive to children's individual needs. They quickly react if a child is tired or hungry. They adapt the routines to meet their needs effectively. Children spontaneously approach staff for cuddles, and relationships are warm and nurturing. There are cosy areas for children to rest and relax. Staff attentively follow safe eating and safe sleep guidance.

All children eat a healthy and nutritious diet. They have access to fresh drinking water, and regular hydration is a priority. Children become increasingly independent in managing their own personal needs. They know how to wipe their noses, wash their hands and be independent with toileting. They consistently follow instructions and care for their belongings and surroundings. For example, they throw their rubbish in the bin and help to mop up water spills without any prompts. These embedded, well-structured routines motivate children to develop long-lasting, healthy habits.

Curriculum and teaching

Strong standard

Leaders have developed an ambitious, high-quality curriculum that builds systematically on children's knowledge, skills and understanding over time. There is a sharp focus on developing communication and language. Staff are confident to consistently interact and engage with children. Conversations are lively, and the rooms are filled with purposeful talk, creating a language-rich environment that supports children's learning and development. There are frequent and high-quality interactions between staff and children. Staff promote a love for books, stories, songs and rhymes. They introduce a wide and varied vocabulary at every opportunity.

Children have lots of opportunities to be physically active. All children enjoy daily outdoor play. Babies have the room and space they need to meet their physical milestones. Staff regularly and accurately assess children's progress and use this information to plan what they will teach them next. They adapt the environment and routine to support children to meet their next steps in learning. The curriculum supports children in developing their relationships with adults and peers. Staff foster a culture of respect, tolerance and kindness. As a result, children play collaboratively, show empathy for others and behave very well.

Mathematics is woven into staff's everyday practice. They naturally incorporate counting into play and introduce mathematical concepts such as size, capacity and number through everyday interactions. Children enjoy looking at patterns and shapes in the environment. They learn about the world around them and enjoy rich experiences to help them understand the wider community. Staff encourage children to be creative and use their imagination. They plan specifically around children's interests, which ignites their curiosity and thirst for learning more. As a result, children develop a deep love for learning.

Inclusion

Strong standard

Support for children with special educational needs and/or disabilities or other barriers to their learning is highly effective. Leaders and staff consistently ensure that any barriers to learning that children face are swiftly identified and addressed effectively. Staff are attentive and recognise when there may be other medical needs that need addressing. They share any concerns with parents and other professionals so that rapid action can be taken. This has a demonstrable impact on children's outcomes.

Staff know all the children very well. Staff monitor children's progress rigorously. They share regular developmental reports with parents. Staff use information from external professionals and successfully implement strategies. Staff work closely with local schools to share vital information, ensuring that funding and referrals are in place ready for school. Leaders thoughtfully consider how to best utilise funding for the most vulnerable children.

Leaders adapt staffing levels and numbers of children so that staff can meet children's needs effectively. This makes a sustained difference to children's opportunities and experiences. Staff work closely with parents to ensure that there is a consistent approach to any strategies at home and in the nursery. The respectful relationship between staff and families promotes this working effectively.

Leadership and governance

Strong standard

Leaders and staff are passionate about providing the very best start for children. Leaders have an accurate understanding of the nursery's strengths and the effectiveness of the actions they take to sustain high standards of care and education. They understand the nursery's context. They take time to reach out to the local community to find out its priorities for improvement. Leaders are ambitious and highly motivated to continue to drive improvement. There has been positive reflection and changes made to the quality of buildings, environment and staff team.

Leaders meticulously monitor staff practice and performance. They have accurate oversight of the quality of provision, priorities for improvement and strengths. Staff feel very well supported. They feel their wellbeing is a priority, as well as their professional development. There is a culture of striving for continuous improvement shared consistently across the staff team. Parents are overwhelmingly positive about the staff and leadership team. Leaders consistently engage with families, and parents feel communication is a key strength. This all has a positive impact on the quality of the provision. Leaders recognise there is scope to share their knowledge and expertise so that it has a wider impact on children in other early years provisions.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

All children thrive at this inviting nursery. There is a real sense of calm and a highly favourable learning environment. Children and families are welcomed each day by attentive and nurturing staff. This creates a community feel, where all children feel they belong. Children excitedly greet their friends, tell their parents about their day and fondly talk about the nursery. They clearly enjoy their time there. Leaders and staff show a genuine interest in the children and getting to know their family background. Connections between the nursery and the families they serve are a key strength.

Children enjoy rich experiences across the 7 areas of learning. For example, they participate in weekly Spanish lessons, yoga and visits to the local care home. This gives children a wealth of opportunity to practise a variety of new skills. This helps to build solid foundations of knowledge that prepare them well for their future learning journeys. Children are eager to learn, participate and explore. All children demonstrate highly focused attention and consistently engage in activities for a sustained period of time. Well-established routines are embedded into everyday practice. This not only supports the children's learning but also their wellbeing.

Children develop positive relationships with adults and their peers. They learn to play together, take turns and resolve minor conflicts. Children are forming friendships and show kindness towards one another. They behave well, play nicely in small groups, chat with their friends and cooperate well. These positive social skills support them to be confident communicators. Children understand others' feelings and show empathy when others are upset. They celebrate each child's uniqueness, and there is a feeling of mutual respect and tolerance of all beliefs and cultures. This prepares children well to be valued members of their community and the wider world.

Next steps

- Leaders should consider strategies and opportunities to share their knowledge and expertise so that it has a wider impact on children.

About this inspection

The inspector spoke with leaders, staff and the special educational needs coordinator during the inspection.

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.

Inspector:
Katie Rudge

About this setting

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106 Wake Green Road
Moseley
Birmingham
West Midlands
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Registration date: 29/07/1987

Registered person: Buds Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Birmingham

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 19 June 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

73

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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