

Station House

Station House, Lidget Lane, Thurnscoe, Rotherham, South Yorkshire, S63 0BX



Inspection date	4 January 2017
Previous inspection date	7 January 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The arrangements for supervising staff who have not had their suitability checked are not adequate to keep children safe.
- Staff provide some support for children during their outdoor play. However, they do not recognise children's independent investigations or provide resources to enhance their experiences. As a result, they do not capture their emerging interests and stimulate them to learn more.

It has the following strengths

- The provider is working with the local authority to identify and address weaknesses in teaching. Staff are offered professional development opportunities and teaching is improving steadily in most areas. The playrooms are a welcoming environment where children can independently access resources and make choices about their play.
- Secure partnerships with the local children's centre and other professionals, promote an effective network of support for children and their families. The nursery provides parents with information about groups they can attend to develop their children's skills and healthy eating and how they can support children's independence in self-care at home.
- Parents are involved in monitoring their children's progress. The nursery gives them ideas and shares resources with them to continue children's learning. For example, all children receive a storybook to read at home.
- Children's behaviour is managed well. They learn that rules and boundaries are in place to keep them safe. They are encouraged to consider each other's feelings and to be kind. Key persons help children to settle easily and to build secure relationships. Parents know who to share information with about their child's care and learning.

What the setting needs to do to improve further

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

	Due Date
■ ensure that people whose suitability has not been checked do not have unsupervised contact with children being cared for	11/01/2017
■ ensure appropriate resources are available to support and enhance children's experiences and that each child's emerging interests are promoted.	25/01/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the provider. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery. She discussed the nursery's self-evaluation.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider does not ensure that unvetted staff are appropriately supervised. They take children to the toilet and change nappies without being overseen. This puts children at risk. Staff demonstrate a suitable understanding of the signs and symptoms that indicate a child might be suffering from harm or abuse. They understand the procedures to follow if they have concerns about a child. The playrooms have been improved to create an environment that reflects the seven areas of learning. There are spaces where children can enjoy quiet activities and concentrate. For example, they enjoy sharing stories in the book corner. Parents receive regular information about what activities are on offer and have opportunities to share their views. The nursery actively promotes equality and diversity. Any instances of discrimination are challenged.

Quality of teaching, learning and assessment requires improvement

Staff are not always perceptive to children's independent investigations and things that capture their interest. Consequently, they do not promote those interests and make the best use of resources to enhance their play, meaning children sometimes lack stimulation and are not inspired to learn more. Assessments of children's progress give an accurate overview of their development. Parents regularly meet with their child's key person to discuss their children's learning. Communication and language are promoted well. Staff engage children in group activities that promote listening and attention. They involve children in discussions and help them to share their ideas. For example, staff encourage children to think about what ingredients they might need to make a healthy sandwich during role play.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety cannot be assured. Nevertheless, children enjoy settling-in sessions where they meet their key person and become familiar with the nursery. These sessions give parents time to share information about children's care needs and stage of development. Staff make good use of praise to develop children's confidence and promote their self-esteem. Breakfast and lunch are social occasions where staff sit with children and talk to them about their family and friends. Good health and hygiene practices are promoted through everyday routines. Feedback from parents is positive. They comment that the nursery is homely and welcoming.

Outcomes for children require improvement

Children are not supported to make the best possible progress from their starting points because activities do not consistently target their individual needs or challenge them to learn more. Nevertheless, children develop early writing skills. They begin to use a variety of tools and media to make marks and patterns. Children develop early mathematical skills. They learn to count and recognise numbers. Children become independent in managing their own personal needs. This means they are developing some of the skills they need for their future learning.

Setting details

Unique reference number	302864
Local authority	Barnsley
Inspection number	1079929
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	24
Number of children on roll	17
Name of registered person	Station House Community Association Limited
Registered person unique reference number	RP523194
Date of previous inspection	7 January 2016
Telephone number	01709 880682

Station House was registered in 1992. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds early years teacher status. The nursery opens from Monday to Friday, during term time only. Sessions are from 9.30am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children. Station House also provides an out-of-school club during term time. Sessions are from 3pm until 6pm. In addition, a holiday club is provided that opens Monday to Friday, during school holidays. These sessions are from 8am until 6pm.

This inspection was carried out by Ofsted 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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