

Inspection of Station House

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

Inspection date: 18 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

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 setting is warm and inviting. Children eagerly walk through the door, ready to start their day. They are greeted with smiles as staff ask how they are. This enables children to develop an understanding of their own emotions. They wash their hands as they arrive, ready for breakfast. This helps children to understand good hygiene routines. Children practise their independence skills as they scoop out cereal and pour their own milk for breakfast.

Children's level of engagement is extremely good. They can concentrate for long periods of time, try hard and persevere. They spend time exploring different-sized bears. As they match the bear to the corresponding cup, staff provide encouragement and praise. This allows children to develop high levels of self-esteem. They develop their understanding of the world as they play with farm animals. Staff support them by offering comments, questions and praise when they use new words, such as 'star'. This enables children to further develop their communication and language skills. Children make marks on paper using different-coloured pencils. This helps to develop their early writing. Once finished, children proudly show their finished product to others.

The outdoor space is well designed to ensure children learn a range of skills. They practise gross movements as they ride bikes, explore climbing equipment and run freely. Staff support children in taking risks as they walk along balance beams together. This helps to build children's confidence in trying new experiences. Children play cooperatively in the sand, sharing resources as they fill and empty different containers together. Children build towers using large blocks, offering comments such as, 'I've built a big tower!'.

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

- Children are highly motivated to learn at this setting. They explore freely as they flow between rooms. Children engage in play with paint as they create a dragon to celebrate Chinese New Year. Staff model language to them as they play and introduce new words such as 'squelchy.' This allows children to extend their vocabulary and build confidence with speaking. Children practise using paintbrushes to spread paint on their hands and independently wash them afterwards. Sometimes during play, staff miss opportunities to further children's independence skills. For instance, staff do not involve children in making choices about their play, such as choosing their own paint colours.
- Communication and language development is a high priority at this setting. A language-rich environment has been created where staff question, comment and model these skills. Staff read to children in small groups. They read with enthusiasm as they talk about the dinosaurs they can see on the page. This

encourages a love of books and further develops children's language skills.

- The leadership team is highly committed and passionate about improving outcomes for children. They work with a range of different professionals to ensure their own practice is up to date. They are aware of what they do well and what they need to improve on. They are clear on what they would like children to learn before they leave the setting. However, leaders are yet to ensure that teaching throughout the provision is consistently well adapted to reflect children's varying ages and stages of development. Occasionally, for example, activities lack challenge.
- Children's behaviour is exemplary. They are aware of behavioural rules and expectations within the setting, and follow them with ease. Children sit together and explore different pieces of a puzzle. They take turns and share the resources unprompted. They can say 'please' and 'thank you'. Senior members of staff support others to help children regulate their emotions, demonstrating outstanding practice.
- The setting has developed strong parent partnerships. Leaders recognise what support they need and act quickly to provide this. The setting offers a food pantry for parents to use at their discretion and supports them with finding donated uniform, ready for when their children start school. During closures due to the COVID-19 pandemic, all families were provided with welfare packs, and those most in need received food parcels. Parents speak positively about their experiences and are impressed with how much progress their children make. They describe staff as 'supportive' and 'reassuring.'
- Children build strong relationships with one another and with staff. This enables them to feel safe, secure and motivated to learn. The setting has developed a flexible settling-in process that meets each child's individual needs. Children who have only been attending the setting for a short period of time are comfortable and happy. They venture away from their key person to play alongside their peers with ease. This helps to support children's emotional development. Staff are aware of what children do well and what their next steps are. They know how they will support them to achieve this.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good understanding of how to keep children safe. They ensure that staff's knowledge is kept up to date with training courses and regular staff meetings. Staff are aware of who they need to report concerns to. They can identify possible signs of abuse and how to make accurate records. The setting acts quickly and appropriately following concerns raised, and shares relevant information with other agencies where necessary. The environment is adequately risk assessed. This helps to keep children safe from harm. Robust recruitment procedures are in place to ensure that those working in the setting are suitable. Regular supervision meetings are held with staff. Their views and opinions are considered, which helps to support their well-being.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to choose what and how they play and learn to further develop their independence skills
- ensure activities are consistently well adapted to appropriately challenge children of varying ages and stages of development.

Setting details

Unique reference number	302864
Local authority	Barnsley
Inspection number	10264176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	30
Name of registered person	Station House Community Association Limited
Registered person unique reference number	RP523194
Telephone number	01709 880682
Date of previous inspection	7 June 2017

Information about this early years setting

Station House registered in 1994. The nursery employs eight members of childcare staff. Of these, two hold an appropriate early years qualifications at level 2, four at level 3 and one with early years teacher status. The nursery opens from Monday to Friday, during term time. Sessions are from 9.30am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It 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.

Information about this inspection

Inspector

Laura Kellett

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager across all areas of the setting to understand the curriculum and how it is delivered.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education provided at the setting and the impact this has on children's learning.
- The inspector spoke to parents to gain an understanding of their experience at the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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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