

Inspection of Train Station Day Nursery

50-52 Blackburn Street, Radcliffe, Manchester, Lancashire M26 1WS

Inspection date: 5 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive full of enthusiasm for the day ahead and quickly settle to their play and learning. They are greeted warmly by staff who know them well. Staff provide a nurturing learning environment. This helps to make children feel safe and secure. Staff plan stimulating learning experiences to spark children's curiosity. Children access a wide range of interesting resources. They enjoy quiet relaxation in the sensory theatre and physical challenges in the indoor soft-play space. Children are making good progress in all areas of the curriculum.

Children get on well together and make friends. Staff encourage children to share resources and think about the needs of others. Children talk confidently with adults, sharing their thoughts and ideas. They can talk about the things that they enjoy doing at nursery. Children have lovely manners and are praised by staff when they say 'please' and 'thank you'. Children respond well to the clear expectations of staff. For example, toddlers know that they need to sit down at mealtimes. Staff help them with this by sitting alongside them and chatting as they eat.

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

- Staff accurately assess what children know and can do. They plan learning experiences that match their interests and stage of development. As children move through the nursery, they revisit themes and ideas. This builds on their previous learning, helping them to know more and remember more.
- Children across the nursery enjoy sharing books with staff. They delight in rummaging through resource sacks to find puppets and toys to help tell their stories. Children can talk about characters in the stories and what happens to them. This love of books helps develop their vocabulary and language skills.
- Staff support children to use mathematical language as they play. They talk about the size and shape of fireworks that they are drawing. Outdoors, children use cones to make a barrier for their building work. Staff encourage the children to do this in a repeating pattern of colours. This is helping to develop children's understanding of a range of mathematical concepts.
- Children in pre-school can see their own progress with drawing as their self-portrait is displayed with their photo at various times in the year. However, younger children have little opportunity to talk about their achievements. Staff often step in to do things for children without giving them a chance to try for themselves. This limits their opportunities to reflect on their achievements and develop independence.
- Staff take every opportunity to chat with children. They use these interactions to extend children's ideas. As children pretend to be doctors, staff join in the game. They pose questions about how a patient can be helped or what the doctor

might need to do next. This helps children to solve problems.

- Children are learning about the people who help them and keep them safe in their local environment. However, staff do not support children to consider ways in which they can keep themselves safe. This limits their understanding of what might cause them to be at risk as they play or when they are online.
- Leaders are passionate. They strive to create a warm and caring environment where children flourish. Staff say that they feel well supported. Leaders encourage staff to build their own knowledge through training and share this with the team. This creates an environment where all staff are developing their practice.
- Parents and carers are extremely happy with the quality of care offered to their children. They value the strong bonds that their children develop with staff. Parents say that they are well informed of their children's progress. Staff share activity ideas with them so that they can support children's learning at home.
- Staff and leaders swiftly identify children who may need additional support to reach their learning potential. They use any additional funding wisely to meet individual needs. As a result, all children, including those with special educational needs and disabilities (SEND), make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Leaders use a range of professional development approaches to ensure that staff have a breadth of up-to-date safeguarding knowledge. Staff are aware of the signs that may indicate a child is at risk of harm. They understand what action to take in order to protect them. They are clear about the processes to follow if an accusation is made against a member of staff. Leaders ensure that all staff are suitable to work with children and able to safeguard children in their care. Rigorous processes to monitor children's dietary needs are in place. This ensures that the needs of children with allergies are met. Staff encourage children to follow good personal hygiene practices.

What does the setting need to do to improve?

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

- reflect on the ways in which children's efforts can be celebrated so that children can reflect on their own achievements and develop independence skills
- develop further opportunities for children to think about ways in which they can keep themselves safe.

Setting details

Unique reference number	EY453645
Local authority	Bury
Inspection number	10265055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	166
Number of children on roll	169
Name of registered person	Kids Zone Radcliffe Limited
Registered person unique reference number	RP531972
Telephone number	01617247358
Date of previous inspection	23 May 2017

Information about this early years setting

Train Station Day Nursery registered in 2013. The nursery employs 31 members of childcare staff. Of these, 24 staff hold appropriate early years qualifications ranging from level 6 to level 2. The nursery opens Monday to Friday, 51 weeks per year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with SEND.

Information about this inspection

Inspector

Dawn France

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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