

# Inspection of Train Station Day Nursery

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

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Inspection date: 23 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Staff have created a calm and inviting learning environment for children. They greet children as they arrive each morning and embrace them with cuddles. Children are happy and have a strong sense of belonging. Staff are good role models. They provide children with clear expectations for their behaviour. Children know what is expected of them. They behave well and show kindness towards others. Staff know children and their families incredibly well. They use what they already know about children to provide them with an ambitious curriculum. Staff support parents and carers to continue their children's learning at home. This helps to promote children's positive attitudes towards their learning. Staff encourage children to develop their own self-care skills. For example, they show them how to tidy toys away and how to take care of their personal belongings. Children develop good skills in readiness for their eventual move on to school.

Staff promote children's large-muscle skills well. They encourage children to develop their upper body strength while using play equipment. Children relish taking part in an assault course and ring games. Staff have created a magical 'toy town' where children's imaginations come to life. Babies giggle with delight while playing with soft-play equipment. Older children step into a 'secret garden' to read books with their friends. Staff sit with children in cosy areas and talk to them about how they can manage their own feelings and emotions. Children confidently talk about what makes them happy. For example, they said that playing with their friends makes them smile.

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

- The setting continually reflects on ways to improve outcomes for children. For example, through reflection, it has redeveloped the outdoor area to promote children's love of reading. Children cannot contain their excitement while sitting in the 'magical reading chair'. They select books to look at with their friends and talk about the characters. Children develop a love of stories and take books home to share with their families.
- In the main, the setting has designed a curriculum that is broad and balanced. It has thought about the important knowledge that children should learn and the order in which it should be taught. However, not all staff are clear of what leaders intend children to learn. This means that some activities are not pitched at the right level. Consequently, some children lose interest in their learning.
- The setting gives staff's well-being high priority. Staff appreciate how the setting supports their workload. For example, it ensures that staff have time to complete training and paperwork. Staff morale is high. They reported that working at the setting is like being part of 'one big family'.
- The setting supports children with special educational needs and/or disabilities

(SEND) and children who speak English as an additional language exceptionally well. Early intervention and partnership working are highly successful in helping to remove barriers to learning. These children get the support that they need. They flourish at this nurturing setting.

- Overall, the setting supports staff's training, coaching and mentoring well. However, the arrangements for staff's supervision have not had time to be fully embedded. This means that there are gaps in some staff's subject knowledge. For example, they are not always aware of how they can best support children's communication and language skills. For instance, they model the incorrect vocabulary at times and do not think carefully about the most successful ways to support the emerging speaking skills of younger children. This means that some children's learning in communication and language is hindered.
- The setting supports children who are in receipt of additional funding well. It provides these children with opportunities that they might not usually experience. For example, children take part in yoga and sports sessions. This helps them to improve their personal, social and emotional development. Gaps in learning close and children make good progress.
- Staff help children to learn about the wider world. They teach them about mutual respect and acceptance. Children demonstrate positive behaviour and have a 'can-do' attitude towards new learning experiences. For example, they relish learning about different cultures and values. They look at books that reflect differences in families. Children discuss how some children have different eye, hair and skin colour. They develop an early awareness of what life is like in modern Britain.
- Care practices are good. Staff spend time teaching children about good hygiene habits. For instance, they help children to understand the importance of washing their hands and brushing their teeth. Children talk about visiting the dentist. They discuss washing germs from their hands before eating. Children develop positive attitudes towards healthy eating. For example, they are aware of the importance of eating fruit and vegetables.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- help staff to better understand what leaders intend children to learn
- refine the arrangements for staff's supervision, to help to improve their subject knowledge.

## Setting details

<b>Unique reference number</b>	2721489
<b>Local authority</b>	Bury
<b>Inspection number</b>	10354612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	166
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Kids Zone Nursery Group Ltd
<b>Registered person unique reference number</b>	2721492
<b>Telephone number</b>	0161 724 7358
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Train Station Day Nursery registered in 2023 and is located in Radcliffe. The setting employs 31 members of childcare staff. Of these, 26 staff hold an early years qualification at level 2 and above. The setting opens Monday to Friday, 51 weeks per year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

### Inspection activities

- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times 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.

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