

# Railway Children Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	223656
<b>Inspection date</b>	03 April 2007
<b>Inspector</b>	Myra Lewis
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<b>Registered person</b>	Penelope June Corry
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Railway Children Day Nursery is one of two privately owned nurseries. It was registered in 1992 and operates from a converted railway cottage in the Canley district of Coventry. The nursery serves children from the Coventry and Warwickshire area.

A maximum of 36 children may attend at any one time. There are currently 24 children aged from birth to four years on roll. Of these, six children receive funding for nursery education. Children attend for a variety of sessions. The group can support children with learning difficulties, disabilities and for those who speak English as an additional language. The nursery opens five days a week all year round. Sessions are from 07:00 to 18:00.

There are ten part time and full time staff who work with the children. Over half of the staff have relevant early years qualifications. The setting receives support from a partnership advisor from the local authority and is working towards a Quality Assurance Scheme.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is effectively supported within the setting because there are stringent procedures in place to sustain good levels of hygiene and minimise the spread of infection. Staff act as good role models for children and actively encourage them to learn the importance of good personal hygiene. Through established routines children wash their hands before eating, after toileting and playing in the garden. They receive gentle reminders and appropriate support from staff. All aspect of children's personal and dietary needs are provided by the nursery. This includes suitable outdoor clothing which enables them to play outside at any time. Clear nappy changing procedures are in place and have regard to children's individual needs. The nursery promote the use of terry nappies because they feel these are beneficial to young children and help the environment. Specific routines ensure these are laundered appropriately.

Children's health is further promoted because staff hold relevant first aid qualifications and take prompt action if children become unwell. A well-stocked first aid box is available, the contents of which are regularly checked by staff. Children's accident, medication and emergency consent forms are in place and accurately maintained.

Children have regular opportunities to play outside in the garden and enjoy physical activities and exercise. They use the large climbing and balancing apparatus with increasing skill and show a good awareness of others. Children can also enjoy many different activities that are taken into the garden which extends their learning environment. For example, sand and water play, writing and construction activities.

Children's individual sleep patterns are discussed with parents and acknowledged by staff who reassure and comfort children as they are put down to sleep. Children's sleep patterns are varied and dependant on the their individual routine. Babies sleep in prams underneath the outside veranda and are methodically checked at ten minute intervals by a designated member of staff. Suitable bedding is supplied.

Children's meals are freshly cooked on the premises daily, which consist of a good balance of fresh fruit and vegetables. All children at the nursery sit together with staff at mealtimes where they enjoy social contact with each other and where they are learning good manners. All aspects of their individual dietary requirements are discussed and agreed with parents. Babies bottle feeds are prepared as required and stored safely in the refrigerator, whilst older children are provided with drinks at regular intervals during the day.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean and well-organised environment. They separate easily from their parents and settle happily to their self-chosen activity. They move around freely, safely and have access to good quality equipment and resources which are age-appropriate for their developmental needs.

Children's safety is secure because staff take positive action to keep all areas safe and secure within the setting. Senior staff monitor the safe arrival and departure of children. Full risk assessments of the building and equipment ensure prompt action is taken when hazards are identified. Good use is made of the outside play area and children are well supervised both in

and outdoors. They are kept from harm through appropriate supervision and clear explanations of the boundaries in place to keep them safe. Emergency evacuation procedures are clearly displayed and practised with the children on a regular basis. When children are taken outside the setting staff ensure their safety by adhering to the agreed procedures in place.

Children's welfare is further safeguarded because staff understand their responsibilities and know the procedures they must follow should they be concerned about any child in their care. Therefore, children's well-being is positively protected.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are keen and interested in all activities provided and benefit from staff who support their play purposely. Children develop a good sense of belonging as staff get to know them well and respond to their individual needs appropriately. Staff plan activities using the 'Birth to three matters' Framework to enable young children to learn and make progress. Children participate in all activities made available to them. For example, puzzles, building bricks, cars, programmable toys, dressing up and role play resources, drawing, and craft activities such as painting and sticking. However, opportunities for young children's independent play is restricted because some activities are set out on high tables by staff limiting children's access to free and independent play choices. Babies and young children receive individual attention from staff who spend their time holding, talking and playing with them. There are lots of suitable toys and resources for them to enjoy such as, activity centres, pop up toys, mirrors, shape sorters and soft toys. Books are freely available, however, the book area is not sufficiently set out to encourage children to access books during free play sessions. Good use is made of the outside play area. There are daily opportunities for all children to play outside to promote their physical development. They have access to a range of suitable outside toys and resources, such as, 'cosy cars', tricycles, climbing frame and pushchairs.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a broad and interesting range of activities which cover all areas of learning with clear links to the Foundation Stage Curriculum. A calm and purposeful learning environment is created because staff set clear and consistent boundaries for children who's behaviour is very good. The teacher takes responsibility for planning the educational programme in consultation with staff. The learning environment is well-organised; children are confident and will persevere with tasks. For example, older children make good use of the writing area where they concentrate for long periods of time making colourful rainbow pictures.

Children's speaking and listening are developing well. They engage easily in conversations with other children and adults. They are confident in making their needs known. They respond promptly to signals given by staff to indicate a change of routine and actively help tidy away after each activity. Staff use questions and discussion effectively to promote children's thinking and reasoning. However they do not consistently use everyday routines to maximise children's learning and independence. Children listen attentively to stories and practice their early writing through easy access to the writing area, role play situations and writing their names on their work. Several children are able to write their own names and are beginning to link sounds with letters.

Children use number confidently to count in activities and routines using objects or their fingers. They learn about size and shape through practical activities. For example, sorting and matching objects into groups of three. Children participate in a variety of craft activities such as painting and making collage pictures. Water and sand play is freely available throughout the day. Children were suitably challenged to make a bridge over the water play using duplo bricks. They persevered well to complete the task. They actively develop their imagination through regular role play sessions, they are confident in talking about big and small as they act out the story of the three bears.

Through theme based topics children learn about the wider environment. Each topic is well planned and incorporates an outing linked to the current theme. This helps children consolidate their learning. Children move confidently around the setting and their physical skills are developing well. There are good opportunities for children to use a range of tools with increasing control. They have access to the computer on a regular basis to further support their learning.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from being cared for in an environment which positively promotes traditional family values. Children have regular opportunities to play together in mixed age groups which helps them to develop a good sense of belonging and feel secure in their surroundings. All children are treated as individuals and have equal access to all activities and facilities available to them. Staff adopt children's home routines as far as possible in consultation with their parents. Children have close and trusting relationships with staff who understand their individual needs very well. Although there are no children with learning difficulties or disabilities, there are clearly identified procedures in place to address the specific needs of all children.

Children's spiritual, moral, social and cultural development is fostered. They receive praise and encouragement and learn what is right and wrong. As a result children's behaviour is good. They learn to share, take turns and show consideration for others. They respond positively to the high expectations set by staff who use appropriate strategies to manage children's behaviour in a way that promotes their understanding and learning.

The partnership with parents is good. Children benefit from the open and friendly relationships between parents and staff. Parents receive relevant information about the general organisation of the nursery. Daily verbal and written information is shared openly. Parents of younger children and babies receive written information about their children's daily routines and activities.

The partnership with parents regarding nursery education is good. Relevant information is displayed about the education programme. Communication with parents is effective through daily contact, notice board displays, regular newsletters and parent review meetings. However, their involvement in their children's initial and ongoing assessments is limited which impacts on some aspects of their learning.

### **Organisation**

The organisation is satisfactory.

Children are cared for in a friendly and caring environment. Staff work effectively as a team and have access to further training opportunities to enhance their knowledge and skills. They know the children very well and are attentive to their individual requirements. Well established routines and activities are in place that ensure the needs of all children are met effectively.

All policies and procedures required for the efficient and safe management of the provision and to promote the welfare, care and learning of children are in place. However, the vetting procedures and systems used to inform Ofsted of any significant changes to the setting are not sufficiently robust which potentially compromises children's safety.

The leadership and management of nursery education is good. The teacher takes the lead role in planning the educational programme by working closely with staff to implement a good variety of stimulating activities to support children's ongoing learning. Staff monitor and observe children's progress which is used to inform future plans. Therefore children are making generally good progress in their overall development.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

#### **Care**

At the last inspection the setting were asked to: review their registration procedures to include times of attendance for staff and children; ensure there is an appropriate variety of books and resources that reflect diversity.

Senior staff are responsible for recording the arrival and departure times of all children which is accurately maintained. Children have access to further resources that reflect diversity for example, small world people, books, posters, photographs, puzzles and role play toys because staff have purchase additional resources to support children's understanding.

#### **Nursery Education**

At the last inspection of nursery education the setting were asked to: provide more challenging activities for children and improve their listening skills in large group situations; improve more resources for children's mathematical development.

The setting have appointed a part-time teacher who has responsibility for the educational programme, who is working with a partnership advisor from the local authority to ensure sufficient challenges are available for older more able children. Planning reflects differentiation and assessments are used to identify individual learning needs.

Appropriate strategies are used to actively encourage children's listening in large group situations as staff use prompts to remind children; who have knowledge of the rewards and sanctions used. Staff have revisited their behaviour management policy and ensure consistency is applied across all areas.

All resources have been audited and stored under the six areas of learning. Further mathematical resources have been purchased to broaden opportunities for children to further their problem solving skills. Staff have attended relevant training to strengthen their knowledge of children's mathematical development.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action to meet the National Standards. The provider is

required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those may to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide appropriate furniture for young children to access more independent play opportunities and develop the book area to increase children's interest in books
- review and improve the vetting procedures and ensure effective systems are in place to notify Ofsted of any changes

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- maximise the use of daily routines to further support and develop children's learning and independence
- provide more opportunities for parents to be involved in their children's learning and initial assessment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)