

# Charlbury Railway Children

Inspection report for early years provision

---

<b>Unique reference number</b>	EY289049
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Jenny Read
<b>Setting address</b>	The Inspectors House, The Old Pill Factory, Forest Road, Charlbury, Oxfordshire, OX7 3HH
<b>Telephone number</b>	01608 811099
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Charlbury Railway Children has been operating since 2004. The privately owned day nursery is located in the rural village of Charlbury and operates from a detached house. Children are cared for in age-related groups over two floors, each with their own base play room. The two upstairs rooms have integrated changing or toilet facilities and a separate sleep room is connected to the baby room. There is a pre-school room, a kitchen area, office and downstairs toilet facilities. All children share use of the enclosed outdoor area with impact absorbent surfaces, a sand pit and planters for outdoor play and activities. Children attend from the village and neighbouring rural communities.

A maximum of 30 children may attend the setting at any one time. There are currently 57 children within the early years age group on roll. Of these, 17 children receive funding for nursery education. There are currently no children attending within the compulsory and voluntary parts of the Childcare Register. The day nursery is open each weekday from 07.30 to 18.30 all year round apart from Bank Holidays and one week at Christmas. Children can attend for a variety of sessions or for the whole day. The day nursery currently supports children with learning difficulties and/or disabilities and who speak English as an additional language. The day nursery offers music and dance sessions provided by outside tutors.

The day nursery employs 11 staff including the manager/owner, teacher and cook. The manager holds an appropriate level 3 qualification and is currently working towards the National Vocational Qualification in Childcare and Education at Level 4. The teacher holds the Bachelor of Education Honours in English. Six staff hold childcare qualifications to level 2 or 3, two of whom are currently working towards an approved level 3 qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Children's welfare is generally well met in some aspects, ensuring that they are secure. However, a number of statutory welfare requirements are not met, resulting in significant weaknesses in the quality of children's care. Children have warm, caring attachments with staff, but their individual needs are not fully met. Many staff do not have a secure knowledge or understanding of their role as a key person or sound awareness of children's individual needs to ensure play is purposeful. Pre-school children are well engaged in most activities, although limited assessment and planning throughout the nursery means that children do not progress as well as they can. Little emphasis is given to promoting staff's personal and professional development and systems to track staff's performance are not in place. Systems for monitoring and evaluating the quality of the provision are not in place to ensure outcomes for children are continually improved. As a result, experiences for the youngest children are limited and provide little stimulus.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the planning radiates from children's interests and their next steps to ensure that every child receives enjoyable and challenging learning and development experiences that are tailored to meet their individual needs (Educational programmes) 30/04/2009
- develop systems to support continuous observational assessment of children's play and learning in order to track children's learning, plan more effectively and provide stimulating and wide ranging experiences, with particular reference to the babies, so that all children can achieve as well as they can (Assessment arrangements) 30/04/2009
- take appropriate steps to ensure the safety of children, staff and others on the premises in the case of fire (Suitable premises, environment and equipment) (also applies to Childcare Register) 16/01/2009
- devise an effective safeguarding children policy and procedure: ensure there is a designated person to take the lead responsibility for safeguarding children and ensure all staff understand the procedures to be followed with a child protection concern or in the event allegations are made against a member of staff (Safeguarding and promoting children's welfare) (also applies to Childcare Register) 30/01/2009
- put in place robust systems to ensure that all staff have sufficient understanding of how the provision operates and their role within it, and ensure that staff have appropriate support and opportunities to attend relevant training to increase their knowledge and skills (Suitable people) (also applies to Childcare Register) 10/02/2009
- devise and implement systems for identifying strengths and monitoring areas for improvement that include all staff, parents and children to raise the quality of care and children's education (Organisation) 30/04/2009
- develop understanding of the key person approach to ensure systems are effective and tailored to meet the individual needs of the children (Organisation) 27/03/2009
- ensure children's individual needs are well met and systems are put in place to ensure all children receive appropriate support and sufficient regard is given to the Special Educational Needs Code of Practice (Safeguarding and promoting children's welfare) (also applies to Childcare Register) 27/02/2009

To improve the early years provision the registered person should:

- take all necessary steps to ensure hazards to children are kept to a minimum, including the use of anti-bacterial spray
- develop the links with other settings children attend to share information and ensure progression and continuity of learning
- extend the range of activities and play experiences for the youngest children and increase staff's knowledge of how and when to intervene in children's play to maximise their learning and ensure they are well supported.

## **The leadership and management of the early years provision**

The operational plan is incomplete and systems for reviewing and updating policies and procedures are not rigorous or inclusive of staff and parents. As a result, policies and procedures, such as recruitment, induction, complaints and child protection, are not in place or lack the required detail. Consequently, management and staff demonstrate inconsistent awareness of child protection issues and weak knowledge of safeguarding procedures when reporting concerns or allegations of abuse, which places children at risk of harm. Induction of new staff is poor meaning many staff receive little support and show unsatisfactory knowledge of the nursery's policies and procedures to protect children's well-being. Also appraisals are rarely completed, have no clear format and do not address the on-going training matters of staff, meaning not enough is done to develop and support some staff's basic skills and knowledge. This confirms that current systems to monitor staff's continuing performance and to promote their professional development are inadequate.

The management team are committed to the children, parents and nursery as a whole and have developed a friendly staff team. However, processes for self-evaluation are underdeveloped and do not involve staff and parents, resulting in the management having incomplete awareness of the nursery's current strengths and areas for improvement to ensure outcomes for children are continually improved. Consequently, there are significant gaps and weaknesses in practice resulting in a number of welfare requirements being breached that compromise children's safety and well-being. Risk assessments are not undertaken by the setting or routinely reviewed and updated by staff. This means staff are not sufficiently aware of the potential hazards to children and assessments for specific activities and the different types of outings undertaken are not in place.

The management have taken account of some recommendations raised at the previous inspection. However, no robust action plans to address staff's awareness of: support for children with learning difficulties and/or disabilities; the key person approach; and knowledge of their role in supporting and challenging children's play and learning are in place. This hinders children's experiences and impacts on their learning. The recent recruitment of the current teacher is having a positive impact on the setting, having randomly adopted some new initiatives within the nursery, such as introducing long observations during structured activities. However, staff

do not carry this through to all aspects of children's play and further support and guidance through staff meetings, which only take place twice a year means progress is very slow.

Children benefit from satisfactory partnerships between their parents and staff. Staff are very approachable and this helps to create open communication with parents. Parents are happy and value the two-way flow of general information each day and the yearly progress report for their child. However, staff have very little knowledge of children's next steps and their progress against the development matters to share accurate information with parents. Systems are not in place to enable parents to contribute to the planning and assessment process, the self-evaluation process or have access to the policies and procedures to enable them to take a full and active part in nursery life. Links with other settings children attend have not been fully developed, meaning information is not shared to ensure progression and continuity of learning to support children's individual needs.

## **The quality and standards of the early years provision**

Children are making inconsistent progress in their learning, because some staff have low expectations, have an unclear knowledge of the Early Years Foundation Stage and an unsatisfactory awareness of how to observe, assess and plan children's play and learning. Information regarding children's achievements, interests and needs are not fully known or used sufficiently by all staff to ensure play is purposeful and supports children to take the next steps in their learning and development. Consequently, there are a number of gaps in children's learning and they are not progressing as well as they can do, with particular reference to problem solving, reasoning and numeracy, and knowledge and understanding of the world, including information, communication technology.

Planning is in its infancy and systems to obtain useful information about children's starting points are not developed. In addition, children make little contribution to the topics or planning to ensure they take an active and inclusive part in planning their own play and learning. Children display enthusiasm for physical activity both indoors and out. They eagerly join in the weekly music and dance sessions and Salt Box music groups with outside tutors, enthusiastically stretching and moving their bodies in different ways to the music. The children enjoy programmed daily opportunities to play outdoors in the fresh air, which has a positive impact on their sense of well-being. However, well planned activities that challenge and support children's learning all year round and offer opportunities for doing things in different ways and on different scales than indoors, such as planting and digging, are not in place.

Children's care needs are generally well met because staff are sensitive and respond appropriately when they are tired and hungry. However, the key person approach is not fully understood or successful in supporting children build secure attachments and help them become familiar with the provision. Therefore, at key times, such as nappy changing and sleep times, organisation of routines and deployment of staff are not always well thought through to respond to children's growing emotional needs. Children enjoy taking home 'Poppy' and 'Clifford' helping

children to take responsibility and build confidence. Children use their imagination well in play, acting out familiar roles with the play people and using their own first hand experiences.

Some staff are attentive and interaction during play is purposeful, resulting in children eagerly joining in their favourite songs and rhymes, concentrating well at stories and spending periods investigating the gloop and fresh play dough. However, staff seldom provide a narrative for the youngest children, demonstrating little awareness of the role they play in encouraging the children to explore new opportunities, find out about language by hearing people talking and develop a sense of self. The baby room lacks comfort and a 'home from home' feel, with few pictures, mobiles, play materials or sufficient stimuli to encourage their learning and an interest in their environment. Consequently, the children become bored, show little interest in the rattle or soft bricks and wander round aimlessly.

Children in the toddler and pre-school rooms appear to have a nice time, play co-operatively and are mostly engaged in chosen activities. The toddlers excitedly play in the home corner, having fun repeatedly posting the food through the door. However, modelling of play is not instinctive to support and encourage children's ideas. Children are learning simple problem solving and how to handle frustration, for example, by playing with the magnetic fishing game, persevering and working out methods of how to catch the fish on the rod. They help themselves to a drink when they are thirsty and learn to wash their hands with adult support if necessary. Although, guidance with face washing is not consistent and younger children often wipe the table instead. Children benefit from nutritious, home-cooked food in good quantities. However, children rarely help to lay the table, missing opportunities to count and calculate and take an active part in meal time routines.

Children make the most of the compact pre-school room and proposed plans to develop the site will provide more space and opportunities to extend children's play and learning experiences. Furniture and a range of resources are organised generally well within the room and are routinely rotated to enable children to experience the six areas of learning throughout the week. However, this is limiting children from making informed choices and from being totally independent in their play and is restricting the space available for children to play, for example, when music and dance sessions take place. Children are confident speakers and take it in turns to share their news at circle time. They learn to recognise their name in print on their coat peg and name label, and practise their early writing in the gloop and by making marks to represent their names on their pictures.

The premises are secure and systems for monitoring the entrance are stringent. Children learn how to use the stairs safely, however, their safety is put at risk because fire drills are rarely practised. Consequently, a number of staff and children have no awareness of appropriate action to take in an emergency. Sufficient steps are taken to promote many aspects of children's healthy well-being, although risk of harm to the face is heightened because use of anti-bacterial spray on tables does not consistently follow guidelines.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/01/2009
- make copies of the written statements of safeguarding procedures and complaints procedures available to parents 30/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/01/2009

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection, there have been no complaints made to Ofsted.

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 made to Ofsted.