

Railway Nursery

Inspection report for early years provision

Unique reference number	EY256193
Inspection date	08/10/2008
Inspector	Alison Weaver / Sue Taylor
Setting address	Eastside Social Centre, Norton Terrace, Newhaven, East Sussex, BN9 0BT
Telephone number	01273 510777
Email	
Type of setting	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).

Description of the setting

Railway Nursery opened in 2003. It operates from a hall in Newhaven with additional access to a small room, kitchen and toilet areas. A maximum of 22 children may attend at any one time. The provision is registered on the Early Years Register. The group opens five days a week for 51 weeks of the year. Opening times are from 08.00 until 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 34 children from three months to under five years on roll who are within the Early Years Foundation Stage. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities. It currently supports children who speak English as an additional language. The setting employs five staff. All of the staff and the owner hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Railway Nursery provides satisfactory support to meet the needs of the children in the Early Years Foundation Stage. The setting acknowledges the uniqueness of each child by the use of key persons who have special responsibility for their children and who plan for them as individuals. Overall, the partnership with parents and carers is friendly and informal. The opportunities for parents to contribute to children's learning and development are not fully developed. The owner and staff satisfactorily assess the provision together and identify areas that will improve the quality of care and learning for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the grouping of children is effectively organised and activities planned to meet individual needs and interests
- develop effective assessment processes to ensure that practitioners are responding appropriately to children to identify initial starting points and next steps for learning to help them make progress towards the early learning goals
- further develop opportunities for parents to contribute to the learning and assessment process
- develop a more homely environment for the babies, equipped with appropriate furniture

The leadership and management of the early years provision

The owner has satisfactory procedures for the recruitment and induction of new staff to ensure that they are suitable to work with children. Ongoing training and

regular appraisals help support and develop staff's knowledge and skills. All staff have attended some training in child protection to enable them to safeguard children's welfare. Yearly risk assessments and daily visual safety checks ensure that children play safely on the premises. The whole setting is kept in a satisfactory state of cleanliness. The necessary policies and procedures are in place and these are regularly reviewed by the staff to take into account any changes in childcare practices.

The deployment of staff is generally effective so that children are appropriately supervised. The owner has a good system in place for the allocating of children to a key person. They let each child settle in to the group and see which adult they are forming an attachment with and then they become the child's key person. This helps children form a close bond with someone who is special to them.

The owner and staff have been working closely together to evaluate the provision. They have sought outside advice and have a number of good ideas they wish to put into place. They have started to alter some of their procedures but not all have yet had an impact on the care of the children. For example, they have used the responses from parents questionnaires to create action plans to improve the way they communicate with them about their child's day. This has led to better written feedback to parents but the main focus is on what activity children have enjoyed rather than what the child has achieved and how parents can continue the learning at home. The setting is looking at the use of parent consultations where they discuss children's progress as they have so far not attracted much interest from parents.

The quality and standards of the early years provision

Staff obtain information from new parents about their child but this is mainly focused on their care needs rather than their stage of development. This results in staff not having a clear initial starting point for each child that they can then build on. Staff use ongoing observations to assess children's progress and to create individual learning plans. However, the individual next steps for learning do not always clearly arise from the previous observations of the children. Overall, staff interaction with the children is satisfactory with some effective questioning to make children think and help them express their thoughts. Staff ensure that children experience a range of activities that cover all areas of learning. Staff show an awareness of the need to enable child initiated play. However, the planning of the daily provision does not fully use children's responses and ideas to provide follow up activities that will extend their play.

Children make satisfactory progress towards the early learning goals. They are settled, secure and confident. They generally behave well and play happily together. There are some opportunities for children to develop their independence such as helping themselves to their own drinks. The low storage allows children to access resources for themselves. They show increasing skill with the computer and enjoy printing out pictures. They develop an awareness of the wider world through visits to the park, fire station and fishmonger.

The separate baby area provides a space where these younger children can play safely and with a high level of supervision. They enjoy an adequate range of activities and resources. However, when babies need to be held for a feed or they want to snuggle up with an adult the furniture is not sufficiently comfortable to allow that. Children learn about germs and the need for good personal hygiene. They are encouraged to eat healthily and find out what is good to eat in their Harvest topic.

Children enjoy playing outdoors with the wheeled toys and mark making on the whiteboards. However, staff do not always provide sufficient activities for the children to ensure that their play is planned and purposeful. The grouping of the children does not always meet the differing needs of all the children. The period before lunch is not well organised as children spend too long waiting with little to keep them interested.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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

There have been no complaints made to Ofsted since the last inspection.

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.