

Charlbury Railway Children

Inspection report for early years provision

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Inspector

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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 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 opened in 2004. It is a privately owned day nursery which operates from a detached house in the rural village of Charlbury. Children attend from the village and neighbouring rural communities. They are cared for in age related groups over two floors. The two upstairs rooms have integrated changing or toilet facilities and there is a separate sleep room adjoining the baby room. The pre-school room, kitchen area, and office are located on the ground floor along with toilet facilities for people with disabilities. There is an outdoor area for use by children of all ages.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time and all can be in the early years age group. There are currently 64 children within this age group on roll. The day nursery is open each weekday from 07.30 until 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.

There are 11 members of staff including the owner/manager, teacher and cook. The manager holds an appropriate Level 4 qualification and a further six staff have recognised childcare qualifications to Level 2 or above.

The provision offers music and dance sessions provided by outside tutors. It receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting has improved tremendously over the last few months due to a reorganisation of roles and concerted effort to improve practice. Staff are now exceptionally strong at introducing and formalising systems to monitor the effectiveness of the provision and raise standards. Open communication promotes a strong partnership with all those connected to the setting and encourages input into ongoing development. As a result, the staff and children feel fully valued and develop a strong sense of community. The learning and development programme follows children's interest to ensure participation and progress, and all staff have a very secure understanding of how to meet individual needs and promote learning with ease. A systematic review of documentation makes sure that the operational plan is reflected accurately in policy but some paperwork is still under review and lacks the necessary detail to be of full value.

What steps need to be taken to improve provision further?

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

- consistently include detail in children's observation and progress records to

highlight the value of the activities and help in planning for children's next steps

- develop risk assessments to cover every aspect of the provision in sufficient detail to ensure children's continued safety as they grow and develop.

The leadership and management of the early years provision

The management and staff work extremely well together to provide an effective and professional service. They hold regular meetings to plan for children's progress and review practice. All willingly contribute ideas in order to raise standards and they work very well as a team to implement changes without disruption. A regular quiz helps to reinforce what staff know, improving consistency regarding practice and procedures. Staff training and support systems ensure ongoing development and help staff gain job satisfaction. As a result, all staff are dedicated and well equipped to support and extend children while having fun together.

Parents and carers value the setting highly. They appreciate staff's efforts to improve communications and all operational information is readily available. A new prospectus provides details of how the setting operates and contact with key workers ensures adults feel involved in their children's day.

All staff take some responsibility for safeguarding children, keeping up to date with child protection procedures and helping to maintain a safe environment throughout the day. They conscientiously complete daily safety checks to remove hazards before children arrive, and staff routinely reinforce safety to ensure children develop good habits for later life. Supervision is effective in protecting children from injury but the system for recording risk assessments is not fully developed at present. The lack of detail in these documents reduces the value of risk assessments in aiding safety reviews when circumstances change.

The quality and standards of the early years provision

All children become very sociable and settled from an early age due to the effective key person system in place throughout the nursery. Staff work in specific rooms to avoid constant change and enable strong bonds to develop between adults and children. A 'buddy' system operates to continue children's support and development at the same level during staff absence, and consequently, the children feel fully included and secure, allowing them to have a thoroughly good time at the nursery.

Young children happily climb all over the staff as they sit on the floor to join in play and promote a feeling of closeness. Children listen intently to stories and successfully fit puzzles together as they explore the equipment around them. One protests loudly saying 'mine' as another child tried to take a piece of puzzle, showing a good understanding of right and wrong. Some show concern for others and gather round when crying is heard. They point with concern or offer a kiss to relieve the upset, catching an adult's eye to request help for the child in distress. The other children join in, learning from each other, and begin hugging and kissing

each other to make everything better. One hugs a visitor to prevent them from being left out, demonstrating concern for their feelings. The problem is soon forgotten and the children move away, playing happily together in small groups and selecting resources independently to trying everything on offer.

Older children confidently choose what to do and organise their own games very successfully. Some give roles to others and suggest what they should do next. They busy themselves by, for example, moving all the resources across the entrance to the tower to block the baby in and stop her escaping, demonstrating an understanding of safety. The staff automatically join in play to develop ideas and extend learning in a relevant context. For example, they ask 'how many cups will it take to fill the bucket up?' as children dig in the sand, and they discuss trips to the seaside to develop children's knowledge of the wider world.

Staff provide a very appropriate range of resources, including equipment of different sizes in order to increase the challenge. The children freely use whatever they want, testing themselves when they feel ready, for example, climbing the steps of the largest slide despite being one of the youngest children. The staff are close by to assist if necessary but they let children try things to avoid dampening their enthusiasm. All learning is based on children's interests. The staff observe what they do and monitor participation in the activities to ensure children cover the entire curriculum. The staff have clear goals to help children progress and they have the skill to steer play to achieve their aims. The current system of recording children's progress does not routinely link observations with the areas of learning to help families understand the value of the activities and help staff plan for consistent progress across the whole curriculum.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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

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