

Railway Children Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

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. The nursery is open from 8:00am to 6:00pm each weekday for 51 weeks of the year. The nursery is closed for one week at Christmas and all Bank Holidays. Care is also provided from 7.00am for those parents who need an earlier start. Children have access to a secure enclosed outdoor play area.

There are currently 32 children in the early years age group on roll, of these, 13 receive funding for early education. Children attend for a variety of sessions. The group can support children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs 7 members of staff all of whom hold relevant early years qualifications. A full time cook is also employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the nursery environment where they feel safe and supported by the staff. Children are provided with an appropriate range of play activities which ensures they are progressing in all areas of learning. Staff have a suitable understanding of the Early Years Foundation Stage and encourage parents to be involved in all aspects of their child's care and learning. Children's uniqueness and individuality is recognised and managed well. There are well-written policies and procedures however, not all of these are effective in operation and some documentation is incomplete. Effective partnerships with parents and other agencies ensure information relating to individual children's progress and needs is shared effectively. The present self-evaluation is not a reflection of current practice but the staff do have a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a risk assessment is carried out for each type of outing and reviewed before embarking on each specific outing 05/05/2010
- ensure the requirements for adult:child ratios set out in Appendix 2 are maintained 14/04/2010
- ensure information is obtained about who has legal contact with the child and who has parental 28/04/2010

responsibility.

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

- ensure fire drills are carried out in line with the Fire Officer's recommendations
- improve and encourage the culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a strong commitment to safeguarding and are well informed about procedures to keep children safe. All staff undertake regular safeguarding training to keep up to date and they fully understand the requirements of the Local Safeguarding Children Board. The majority of policies, procedures and documentation for the effective and safe running of the setting are well organised and effectively implemented. However, risk assessments for outings have not been undertaken, staff ratios over lunch time are inadequate and no record has been made of who holds parental responsibility or has legal contact with the children. In addition, the provider is caring for children in an age range that their conditions of registration do not allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. There are sound recruitment procedures should additional staff need to be recruited. The nursery ensures parents are informed of the content of their policies and procedures and all are freely available. The staff successfully promote all areas of equal opportunities and inclusion ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. A regular checking and cleaning schedule ensures children are kept safe on the premises and the risk of cross-infection is minimised.

The staff have a vision for the future of the setting and have identified some areas for improvement. These include refining their systems for delivering the Early Years Foundation Stage, a greater involvement of parents in the children's learning journey records and an increase in staff meetings. Staff regularly undertake additional training courses in order to continue their professional development and improve outcomes for children. The staff commitment to continuous improvement is good. They have improved their systems for obtaining the opinions of parents and have begun to reflect on their practice however, the current self-evaluation is not a reflection of current practice and contains some inaccurate information. The group appropriately addressed the recommendations from the last inspection which ensures, children now have the use of some small tables and chairs at which to enjoy activities, the book area is now inviting with floor cushions to sit on, vetting procedures have been improved and all checks are in place for all staff, which protects the children and parents are more involved with providing information for initial assessments and a greater input to the nursery practice.

However, although children's routines have been adjusted to support independent learning and independence this is not applicable to lunch time when many opportunities are missed due to low staff numbers. Parents have access to daily discussions, children's individual and activity folders, daily diaries for the children under two and are welcome at any time to stay and talk to staff. The nursery have made approaches to the local schools to exchange information for children moving on but their invitations have not been taken up. The nursery have clear procedures in place to liaise with other agencies to support children with special educational needs or disabilities to ensure their individual needs are met.

The staff actively promote the uniqueness and individuality of each child. They provide a suitable range of age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Staff actively encourage children to be proactive in their own learning. All children and families are highly valued and any comments or requests from parents are quickly and effectively responded to.

The quality and standards of the early years provision and outcomes for children

Children make progress in their learning as they enjoy a wide range activities. They are very settled and relaxed and are mostly given a high level of support that ensures that they develop in all areas of learning and development. The baby room is a particularly settled, warm and supportive environment. Suitable planning ensures children are provided with an appropriate range of creative learning experiences which keep them involved and eager to learn. Information is obtained about children's starting points and written observations, assessments and developing records of children's next step ensure all aspects of individual needs are identified and plans made for children's progress.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices, decisions and extend activities with the staff providing appropriate support. A range of activities and resources help them to understand the wider world as they explore the natural environment, plant, grow and collect vegetables from the garden, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of books, posters and displays which include languages other than English. Signs and labels also include pictorial signs which enables children to quickly relate the spoken word to the written word. Children are given clear rules regarding behaviour with staff being good role models. As a result children behave well, understand each other's limitations and have superb self-esteem. They freely express their feelings, ask for help when they need it and usually willingly share. Children play both independently and together, understand why they need to share or take turns and have good communication skills which enables them to develop skills for their future. They make good progress in their communication, language, problem solving and number skills as they enjoy a range of activities. For example, babies are spoken to at all times with staff explaining what they are doing regardless of the child's age and understanding which results in babies developing language skills and repeating appropriate words. With older children staff ask open ended

questions for example, a child picked up a quad bike from the garage and asked what it was. The staff member said 'it is called a quad bike, do you know why? Can anybody tell me why?' One child said 'because it has four wheels'. At another magnetic activity game children were asked to identify pink and purple and work out how many pieces they had if they added them together. Activities are supported by an appropriate range of resources including books, art activities, imaginative play accessories and computer programmes. Small muscles skills are encouraged through the use of a computer mouse and a wide range of writing and drawing activities. Planning includes resources to be used and is all linked to the six areas of learning. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. They enjoy physical activities and action songs both indoors and out.

Children have a strong sense of belonging in the security of the group. They show they feel safe and are confident in asking why visitors are present and sharing their news. For example, one child was very excited about her sibling coming for her first visit before starting nursery. The staff extended this into talking about families, brothers and sisters. There is clear affection between the children and staff. They show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules such as not climbing on chairs or moving around the room carrying pencils or scissors. However, fire drills are only held once a year so children may become upset or worried should the alarms sound.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat as they choose from a selection of fruit and vegetables at snack time. Staff discuss healthy eating both at snack time and during activities with displays available for the children to refer to. Children also plant, grow, water, collect and prepare their own vegetables which gives them a very good understanding of healthy foods and where they come from. Children are provided with well balanced, freshly cooked meals daily which contain no additives. Children know that physical exercise is good for them as staff discuss the effects of exercise including, the increase in their heart rate and breathing. They have access to a range of outdoor play resources including, an inviting climbing frame, balls, bats and bikes. Children's general good health is promoted as they make the most of the fresh air and the outdoor play available to them every day with all activities available outdoors in good weather.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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