

Railway Children Day Care Nursery

Inspection report for early years provision

Unique reference number

EY421451

Inspection date

01/06/2011

Inspector

June Rice

Setting address

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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*.

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.

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Description of the setting

Railway Children Day Care Nursery was registered in 2010 and is privately owned. It is situated in Treeton, South Yorkshire and operates from a one-storey building. Children share access to a secure enclosed outdoor play area. The nursery is open from 7.30am to 6.30pm Monday to Friday all year round.

The nursery is registered to care for a maximum of 41 children under five years. They also offer care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 43 children on roll.

There are six permanent staff members, five of whom are qualified to a level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. The provision's commitment to working with parents, feeder schools and other professionals ensures they continue to plan effectively for children's individual care and learning needs. Space is used very effectively and promotes children's growing independence. This ensures they continue to make good progress in an environment in which they feel safe and secure and enjoy learning through play.

What steps need to be taken to improve provision further?

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

- provide activities and play opportunities that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture and special educational needs and disabilities
- develop further the use of self-evaluation and provide opportunities for children and parents to be involved
- raise the children's awareness of what procedure to follow in the event of an emergency evacuation.

The effectiveness of leadership and management of the early years provision

The provider demonstrates an excellent understanding of the need to work in partnership with parents and others to safeguard children. Staff demonstrate a good understanding of child protection issues and are confident they will be able to implement procedures effectively. Robust recruitment systems are in place, a

visitors book is maintained and written procedures are in place in the event of lost or uncollected children and safeguarding. These are on open display to users of the provision, along with other policies and procedures to help them understand how the provision works. All required documentation is in place. Robust risk assessments identify possible hazards and the action taken to reduce the risk. Staff morale is high; they are committed and work well as a team. They show dedication to their own professional development and continue to attend training to develop further their knowledge and understanding of children's learning and development. Since registration, staff have completed training in leadership and management, assessment of learning for early years, enabling quality experiences for the under twos, first aid, safer recruitment and safeguarding.

The provider has recently begun to evaluate her provision through discussion and has correctly identified some areas that require improvement. However, the evaluation is in its early stages, does not include parents and children, and presently does not provide sufficient evidence to assess its overall impact on the quality of the provision. Staff have developed sound working relationships with parents and other early years providers, which enables them to work together effectively to ensure children continue to make good progress. For example, they have established links with the feeder school to help make children's transition from nursery to school seamless. The systems for observations, assessments and planning clearly identify children's progress, and they are linked to the Early Years Foundation Stage and used effectively to plan their next steps. Inclusive practice is promoted satisfactorily by the provision, which promotes equality for all.

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

Children freely and safely access a good range of resources, toys and activities, both indoors and outdoors. Good health and well-being is promoted effectively. For example, parents are clear about the procedures to follow with regards to illness, infection and the administration of medication. Accidents and existing injuries are clearly recorded. Children have adopted healthy habits. For example, they wash their hands before mealtimes, after using the toilet and after messy activities. They benefit from healthy meals which are freshly prepared and cooked on site, along with fresh fruit and drinks which encourage children to learn a positive attitude towards healthy eating. Children are fully encouraged to be active by staff, who themselves set good examples by being very active as they become fully involved in outside games children initiate. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. For example, they practice an emergency evacuation, discuss how to stay safe during outings and learn how to use equipment safely. However, there has been a significant increase in children on roll since the last practise, therefore, not all children are learning how to evacuate quickly in an emergency.

Staff demonstrate a very caring and gentle attitude. They are friendly and children approach them easily, which shows that they feel safe. Children are very well behaved, cooperate with others and are learning to share. They are provided with

good opportunities to develop their skills through a wide range of resources and activities. Staff support children's learning by taking note of their interests, listening to them carefully and using simple questions to aid their learning. Inclusive practice is well promoted in an environment that would challenge inappropriate attitudes and practices. Children are treated as individuals and with equal respect, and are provided with equal opportunities to participate in all activities. However, there are limited opportunities for children to learn about differences through activities, and resources that reflect positive images of diversity are very limited. Children have been introduced to planting and growing and enjoy creating pieces of art from recycled materials.

Children thoroughly enjoy outside play, are very energetic and enjoy exercise. They help themselves to a variety of equipment that includes rockers, bikes, ten pin bowling and hula hoops. Children initiate a game and invite staff to join them. There is lots of laughter as they race and chase each other running in big circles. They recognise they need to stop and say 'I'm tired now,' take a short rest, laugh and rejoin their friends as staff encourage them to run faster. Children say that exercise makes them 'very, very strong' and 'helps me to grow.' Children join a bike and car together using a skipping rope and ask staff to pull them. Staff use questions to help children think, and mathematical language as they ask children whether they have to go backwards or forwards and what they should do if this is too heavy for them to pull. Children take an interest in the insects they spot and rush to tell their friends and staff. Children's independence is further promoted as they help themselves to fresh fruit and pour their own drinks. They benefit from an environment that is rich in labels, and enjoy circle time singing popular songs and listening to familiar stories that help them learn days of the week, shapes, colours, numbers and letters. For example, children confidently identify their name cards, name circles, squares and triangles during a song and count the number of sides of different shapes. Younger children are observed to have developed a strong relationship with their key workers; they sit together at lunch time and interact well during activities. They build towers and knock them down, explore malleable materials and make marks using large felt tips pens. They are very comfortable and move around the setting freely, showing a sense of belonging.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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