

Railway Children at Brampton Childrens Centre

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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 at Brampton Cortonwood Children's Centre is a privately owned group that was registered in 2010. It operates from a room in Brampton Children's Centre, in Brampton Brierlow, Barnsley, which is in Rotherham local authority. Children have access to an enclosed outdoor play area. It is open each weekday from 7.45am to 9am and from 3pm to 6pm during term-time and 7.45am to 6pm during school holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years of age may attend the setting at any one time, of which 24 may be in the early years age range. There are currently 78 children attending a variety of sessions. The setting has links with four schools within the area. There are four members of staff, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and secure and they confidently initiate their own play within familiar surroundings. There are systems to monitor childrens progress, although these are not fully established to effectively plan for their next steps within all areas of learning. There are policies and procedures to ensure childrens safety and welfare is promoted and most of the required documentation is in place. Partnerships between parents and staff are developing to ensure individual childrens needs are met and promote inclusive practice. The provider recognises the value of continuous improvement and is developing a system to monitor and evaluate the service they offer. Purposeful links with parents and other providers are being developed to promote childrens learning.

What steps need to be taken to improve provision further?

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

- develop further observations and assessments linking to the early learning goals and identifying the next step in childrens development in order to provide appropriate range of activities
- develop further ways of sharing information regarding childrens learning and development with parents and other providers
- consider ways to further promote good hygiene routines.

The effectiveness of leadership and management of the early years provision

The provider has a sound understanding of their role in safeguarding and there are clear processes to follow should there be any concerns they may have about a

child. There is a selection of policies and procedures, which are shared with parents and contribute to the operation of the service and the welfare of the children. Documentation is in place and stored securely. Appropriate vetting procedures ensure that all adults in contact with children are suitable to do so.

Children are aware of how to keep themselves safe as they are involved in regular fire drills. They are encouraged to think about road safety and clear procedures ensure their safety when walking to and from school. Risk assessments are completed for the premises and areas requiring attention are acted on to ensure that children are kept safe. Children are familiar with the environment and readily access resources from low-level units. At the beginning of each session, staff discuss with the children activities that are available both indoors and outdoors. There is a selection of resources that reflect equality and diversity.

The provider is developing a system to monitor and evaluate the service in order to identify areas for improvement and promote better outcomes for children. The provider has established a close working relationship with the neighbouring school. Although they are working to develop links with other providers of the Early Years Foundation stage framework in the area, this is still in its infancy.

There is a positive relationship developing between staff, children, and their parents. Staff regularly share information with parents through the notice board and daily verbal feedback to keep them up to date about the care of their children, although this does not routinely include information regarding their learning and development. Parents are invited to express their views through the comments board.

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

Children are confident and settled within the familiar setting. They excitedly greet their friends and discuss with staff which activities to play with. They ask for extra paints, and prepare a variety of colours ready to make hand patterns on different coloured paper

Staff interact well, engaging with children in activities, which are appropriate and follow their interests. The staffs knowledge of the Early Years Foundation Stage is beginning to emerge and they are developing observations of childrens achievements. However, these do not identify the next steps in childrens learning, and planning for individuals learning is very much in its infancy.

Children are encouraged to behave in ways that are safe for themselves and others and are involved in developing the rules of the club. Children have an understanding of dangers and how to stay safe and wear high visibility jackets on their walks to and from school.

Children help themselves to fresh fruit and drinks throughout the session. They are involved in the planning of the menu and select their own toppings. There are appropriate procedures in place to promote the health and safety of the children.

Children readily follow hygiene routines within the play areas that are appropriate in reducing the risk of cross infection such as after craft and painting activities. However, this is not consistently maintained within the bathroom areas because a bar of soap is used for hand washing, which does not minimise the risk of cross-infection.

Children are provided with plenty of opportunities for physical play through activities that help them to develop confidence and move their bodies in various ways. For example, they freely access the outdoor play area successfully using equipment such as logs for balancing and the climbing frame. They learn about direction, position and following instructions, as they organise a game of football.

Staff promote an environment where children are happy, relate well to others and confident to make decisions for themselves. They take turns and negotiate together when playing electronic games and music. Positive, caring relationships are evident and this is reflected as children are relaxed, settled and are confident to explore, make decisions and relate well to others.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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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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