

Railway Children Day Care

Building 13, Elsecar Heritage Centre, Wath Road, Elsecar, BARNSLEY, South Yorkshire, S74 8HJ

Inspection date

29/10/2012

Previous inspection date

28/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from plenty of space to play and rest. The outdoor environment effectively encourages children's physical skills and self-confidence.
- Practitioners extend children's vocabulary and help them to develop conversations effectively. They listen and skilfully question children during activities to expand children's language.
- Children are happy and settled and key persons know the children in their care well.

It is not yet good because

- Risk assessment procedures do not ensure that all risks to children are identified and addressed, particularly in relation to the security of the garden gate to prevent intruders from entering the premises and the wires on the small wooden fence around the planting area.
- Opportunities to extend children's literacy and understanding of the world skills by creating an environment which is rich in print, gives opportunities for children to share photographs of important people in their lives and by extending the range of resources in the role play areas have not been fully embraced.
- Self-evaluation lacks rigour and is not yet robust enough to fully monitor and review practice and effectively identify areas for improvement.
- Effective strategies to actively engage parents in their children's learning at home and in the setting are yet to be fully explored.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of a planned activity in the pre-school room.
- The inspector held meetings with the assistant deputy manager and office manager of the provision.
- The inspector looked at children's assessment records, learning records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's documentation.

Inspector

Tara Street

Full Report

Information about the setting

Railway Children Day Care was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building in the Elsecar Heritage Centre in Barnsley, and is managed by Railway Children Day Care Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, one holds a qualification at level 4 and is currently working towards Early Years Professional Status, 13 hold a qualification at level 3 of whom one is currently working towards a qualification at level 4, four hold a qualification at level 2 and three are currently working towards a qualification at level 3 all in early years. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am to 6pm, excluding bank holidays and the nursery offers before and after school care as well as holiday provision.

Children attend for a variety of sessions. There are currently 110 children on roll, of whom 83 are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery also offers care to children aged from five to 11 years of age. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review risk assessment procedures to ensure all risks to children are identified and addressed, particularly in regards to preventing unauthorised persons entering the premises by securing the garden gate and by addressing the hazard posed by the wires in the small wooden fence around the planting area
- develop the educational programmes for literacy and understanding the world by: creating an environment which is rich in print and words; providing opportunities for children to share photographs of their families, friends or pets; creating role play areas with a variety of resources including listening and writing equipment and those that reflect diversity.

To further improve the quality of the early years provision the provider should:

- develop further systems for self-evaluation to ensure that they are more rigorous and effective in informing the setting's priorities and setting challenging targets for improvement
- extend methods used to engage parents in their children's development and learning in the setting and at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from a range of experiences that cover all seven areas of learning and suitably reflect their individual needs and interests. Practitioners carefully assess children's starting points both on entry to the nursery and as they move between rooms. They gather sufficient information from parents and regularly observe children during everyday activities to assess their progress, identify their next steps in learning and inform activity planning. Older children in the pre-school room are asked about their likes and interests on 'All About Me' forms' and practitioners use this effectively to inform the planning process. Practice is sound and practitioners adapt activities as required, to ensure that all children are suitably included, challenged and supported. As a result, children make satisfactory or better progress from their starting points.

Children participate in activities both indoors and outside and these include a good mix of adult-led and child-initiated play. They are actively encouraged to make choices about their play and learning and a good variety of resources are stored in ways that they can easily access. Consequently, children are developing good independence skills and are keen to explore the nursery environment. However, there are fewer opportunities for children of all ages to share photographs of their family members, friends, pets or favourite people. In addition, some resources in the role play area, such as listening and writing equipment and those which reflect diversity are less well-developed. This impacts on children's emergent writing skills and their understanding of the people and communities around them.

Practitioners pay good attention to encouraging children's speech and language skills through everyday activities and regular planned sessions. They interact well with children and practitioners working with babies and toddlers are intuitive and recognise the meanings behind their gestures and attempts at communication. Pre-school children, enthusiastically take part in circle time sessions and eagerly share their news from the weekend with their friends. They demonstrate good listening skills and are developing a sound knowledge of various initial letters and their sounds. Children of all ages are learning to follow instructions and are building their vocabulary. For example, toddlers enjoy helping staff to follow instructions when making dough. They confidently name the different ingredients, such as flour and salt and discuss the feel of the flour on their hands.

Practitioners plan the environment to provide plenty of places for children to run around,

hide and explore. They are at hand to monitor safety and offer children support and encouragement when needed. For example, practitioners effectively support babies to explore the coloured sand tray and provide a purple feather to enhance their play which they happily sweep through the sand to make marks. Practitioners encourage children to 'have a go' and join in their play, when asked. They engage children in conversation. They draw children's attention to nature through interest tables with pumpkins, apples, conkers, cones and dried flowers, and thoughtfully use spontaneous experiences to encourage children to count and identify colours. However, practitioners miss some opportunities to extend children's knowledge of written words because there are limited names, signs, notices or posters in both the indoor and outside play areas.

Practitioners are aware of the progress check at age two and clear systems are already in place but they have not yet had to implement this. They work well with parents to help children settle. Daily records sheets are completed for babies and toddlers, which are shared with parents. These include information about the day's activities and care routines. Parents interviewed during the inspection confirm that they are regularly informed about their children's progress and are encouraged to view their children's learning and development records. However, practitioners are not fully exploiting strategies that encourage parents to play a full and active role in their child's learning, such as adding comments to their development records or sharing their achievements or special events from home. Consequently, children's learning potential is reduced.

The contribution of the early years provision to the well-being of children

Children are happy and settled. They are at ease to go to practitioners for comfort, reassurance and support. Each child is assigned to a key person who is the main point of call for that child or their parents. Discussions with some key persons during the inspection confirm that they know the children in their care well and understand their individual needs and interests. They work in partnership with parents with such things as potty training and sleep routines. Consequently, practitioners are able to provide relevant experiences and consistency of care.

Children demonstrate good independence skills in relation to their age and abilities. Practitioners actively encourage children to help lay the table at mealtimes and older children confidently serve their own food. Children enjoy healthy food provided by the nursery and their dietary requirements are met well. They are gaining a good understanding of the benefits of healthy eating through discussion and planned activities. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet.

Overall, children are developing a suitable understanding of safety through everyday discussions and activities that encourage them to explore their environment, but are not always aware of how hazards in the environment potentially impact on their safety. Children participate in regular physical exercise both indoors and outside and there is plenty of space for them to play and rest. For example, older children enjoy building with planks of wood and plastic crates to create balancing beams. Babies and toddlers are supported well by practitioners to explore the slide and to ride wheeled vehicles.

Practitioners provide opportunities for children to explore nature when planting and caring for tomatoes, sunflowers and a variety of herbs in the garden. Children also have opportunities to visit the local area, such as going on walks to the local park, which helps them to develop confidence and independence in situations away from the nursery. This helps them to prepare for their next big step in their life, which is normally starting school. The manager and key persons have made sound links with the local primary schools and have put in place an appropriate procedure to pass on a transition document containing the children's achievements. This ensures continuity of care and learning for children.

Children know where things belong in the nursery and help to tidy away, when asked. They understand boundaries and are learning to show care and concern for others. Practitioners are good role models for children and are calm and consistent in their management of behaviour. They use positive behaviour management strategies and children's self-esteem is enhanced as they receive plenty of praise for good behaviour, effort and achievement. Older children are keen to model 'good sitting' during small group sessions and do so with little encouragement needed from practitioners.

The effectiveness of the leadership and management of the early years provision

Leadership and management demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage Statutory Framework. Practitioners show a good knowledge and understanding of child protection policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Practitioners carry out daily safety checks on the premises and equipment and check the identity of all visitors to the nursery. Children are only released into the care of known individuals and safety gates prevent children's unsupervised access to areas of the nursery where there may be potential hazards. However, risk assessment procedures do not ensure that all risks to children are effectively identified and addressed. For example, the rear garden gate is secured appropriately to prevent children from leaving the premises unsupervised but staff have not identified that current security measures do not prevent unauthorised persons gaining access as it can be opened from the outside. In addition, hazards posed by the wires in the small wooden fence around the planting area have not been made safe. The impact on children's safety is minimised as staff took immediate action to secure the rear gate and children are supervised at all times in the garden area.

Management have started to review policies and procedures in respect of the revised framework and their main focus has been on revising documentation and practice in relation to planning and assessment. Practitioners are working hard to gather clear information about new children's needs, abilities and interests in order to assess their starting points and plan effectively. Satisfactory systems are in place to support the ongoing evaluation of the provision. For example, practitioners ask parents and children for their views and management regularly monitor and review staff planning and practice of the educational programmes. However, self-evaluation is not yet robust enough to secure the in-depth focus the nursery needs to effectively target and sustain

improvement.

Practitioners have attended a good variety of training to help enhance their knowledge and practice. For example, courses attended include 'Creating Communication Friendly Spaces', 'Food safety' and 'Effective Outdoor Provision'. Staff appraisals are carried out on an annual basis and these help to inform management's analysis of staff training and development needs. Good induction procedures support new staff, and staff meetings are regularly used to discuss and share any ideas and practice issues.

Clear systems are in place to ensure that all children receive appropriate interventions and support, particularly those with special educational needs and/or disabilities. Practitioners have developed suitable partnerships with external agencies and other settings and show a sound awareness of local support mechanisms. Practitioners are well-aware of the importance of establishing positive links with other early years settings and how this promotes coherence and consistency of care for children. Parents are provided with good information about the nursery through written information, regular newsletters, notice boards and a parent information pack. Parents speak highly of the nursery and comment on the caring and friendly practitioners. They particularly praised the good range of enjoyable activities provided for their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (Suitability and safety of premises and equipment) (both parts of the Childcare Register)
- take action as specified above. (Suitability and safety of premises and equipment)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
---------	-------------	---

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY342254
Local authority	Barnsley
Inspection number	885214
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	110
Name of provider	Railway Children Day Care Limited

Date of previous inspection	28/02/2011
Telephone number	01226 744 440

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

