

Railway Children Day Nursery

Wakefield Crossing Cottage, Bradney Green, Cantey, Coventry, CV4 8BN

Inspection date

03/04/2013

Previous inspection date

14/04/2010

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

- The warm and welcoming environment helps children to feel settled, and the effective key person system means children form strong attachments so their care needs are well met.
- Children learn how to make healthy choices in relation to food and develop their coordination through regular access to outdoor play. As a result, their physical development is appropriately promoted.
- Staff have a secure knowledge of how to manage children's behaviour. They use consistent and clear boundaries for children so that they develop a clear understanding of acceptable behaviour.

It is not yet good because

- The progress check at age two is not consistently completed. Parents are not provided with a short summary of their child's development, in order to help them to continue to support learning at home and to identify any additional support that might be needed.
- Parents are not consistently informed of the safeguarding policy and procedure or made fully aware of the details about how to contact Ofsted, if they wish to raise a concern.
- Nursery practice is reviewed by the management team. However, there is scope to improve the involvement of the staff team and parents to further assist in identifying areas for improvement for the benefit of the children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the provider and the acting manager of the nursery, as well as staff and children, at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and in the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the nursery, the provider's self-evaluation and a range of other documentation.

Inspector
Hazel White

Full Report

Information about the setting

The Railway Children Day Nursery opened in 1991 and is one of two privately owned nurseries. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a converted railway cottage in the Canley district of Coventry. It serves children from the Coventry and Warwickshire area. Children have access to a secure enclosed outdoor play area.

The nursery is open from 8am until 6pm all year round with the exception of a week at Christmas and bank holidays. Care is also provided from 7am for those parents who need an earlier start. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery employs 10 staff. All hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- complete the progress check at age two and provide parents with a short summary of their child's development to support learning at home and to identify any additional support that might be needed
- make available to parents the following: details about how to contact Ofsted, if they believe the provider is not meeting the Early Years Foundation Stage requirements and details of the safeguarding policy and procedure.

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

- build on self-evaluation by incorporating the views of staff and parents to further assist in identifying areas for further improvement.

Inspection judgements

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

Staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development. Staff find out general information about what children can do before they start at the nursery so that they can suitably plan for their learning needs. Ongoing assessment of children's progress helps each child's key person to focus teaching on individual interests and identify the next steps in their learning in readiness for school. Staff's knowledge and understanding of the progress check at age two is developing, but these checks have not been consistently completed. In addition, parents are not provided with a summary of their child's development to further support learning at home and to identify any additional support that might be needed to help them make best progress.

Staff plan play and activities around the children's interests. For example, a small group of children collect leaves to make a collage. The children talk about the size of the leaves describing them as 'gigantic, medium and small'. Staff promote their communication skills and extend their vocabulary by adding new words, such as describing the 'veins' on the back of the leaves. Children are encouraged to problem solve. They learn to scrape the brush on the side of the paint pot if there is too much paint and to press the leaves firmly on to the paper to make a leaf shape. This also promotes the children's confidence and self-esteem and provides some challenge to make them think. Children have access to a range of books, which they enjoy looking at together or alone. In addition, they can take books home to share with their parents, which further support their early literacy skills.

Children enjoy daily outdoor play and are able to explore different sections of the well-resourced garden. Children are able to climb and balance on the apparatus. They persevere when they try to get the ball through the basketball hoops, count how many they have scored and name the different coloured hoops. This effectively supports their physical skills and helps to promote their understanding of numeracy. They use their imagination well as they dress up in various costumes and play in the role play area, asking staff 'to look after their babies while they do their jobs'. Babies use sturdy furniture to pull to standing and staff are on hand to help babies as they practise their walking skills. They hold babies hands as they walk and they smile and laugh together with excitement when they take their first steps. Toddlers persevere as they build towers with stacking cups, carefully putting one on top of the other until they tumble. Staff teach and support children to rebuild the tower in the correct order, therefore promoting their moving and handling skills effectively.

The children's understanding of the world is appropriately fostered through the use of posters and activities that reflect different cultures. Pre-school children occasionally go for walks in the community to visit a lady who keeps chickens. The eggs they collect are used for cooking activities; consequently, children are developing an understanding of where some food products come from. Children are gaining skills in technology through the use of programmable toys. They show interest in toys with buttons, flaps and simple mechanisms, which they competently operate. As a result, children are gaining some of the key skills they need for the next steps in their learning.

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

Children are relaxed and confident in the caring environment. Staff seek relevant information from parents when children start at the nursery. They do this through settling-in visits and discussions. This means children's likes, needs and routines are known, which results in a smooth transition between home and nursery. Staff are attentive and kind, giving cuddles and reassurance when needed. Babies are comforted when they are tired or upset. This helps to ensure that their emotional needs are met and that children are happy and secure. Children behave well as staff are positive role models, giving clear guidance of what is expected. Children happily play together and older children support others. For example, during an art activity children share paints and help one another to find the correct size leaves they need to create a collage picture.

Children are beginning to learn about their own safety through gentle reminders during routines. They learn to sit correctly on the chairs during lunch so that they do not fall and know not to put knives into their mouths when eating. Children are becoming independent as they are encouraged to manage their personal care, and with support they set tables at lunch time and dress themselves for outdoor play. This helps to prepare them in developing some of the skills they will need later on, particularly when transferring to school. In addition, the praise they receive for their efforts in helping to set the table promotes good levels of confidence and self-esteem.

The learning environment is appropriately organised so that pre-school children can choose resources and move freely between indoor and outdoor areas. Children have fun playing hide and seek and rolling balls through tubes, trying to catch them before they drop onto the floor. These activities help children to have a positive attitude towards exercise and develop their coordination. Babies sleep outside in coach prams under a canopy to protect them from the sun and wind. They are warmly wrapped up and secured by pram straps. Staff regularly monitor babies to check that they are safe and sleeping comfortably. They are regularly taken for walks so that they get plenty of fresh air.

Children are provided with healthy snacks and meals which are freshly prepared on site. A growing awareness of healthy food and drink is fostered through appropriate discussion with the staff. Mealtimes are social occasions as children sit and chat to their friends. Children develop a suitable understanding of their care needs as they follow daily routines and are encouraged by the staff to be independent, for example, wiping their own nose and putting the tissue in the bin. Children look forward to the annual visit from a dentist who performs a puppet show which helps children learn, in a fun way, about the importance of cleaning their teeth regularly to prevent decay. Staff are willing to work with other professionals involved in the children's care. They have a developing awareness of the progress check at age two, although there is inconsistency in the completion of these checks. Staff complete transition records and Reception teachers visit the nursery to meet the children and their key person prior to starting school. This means children are reasonably well-prepared for the next stage in their learning.

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

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good understanding of safeguarding procedures and some attend training to refresh their knowledge and skills. The provider has not recruited any new staff recently; however, recruitment systems are robust enough to ensure that all staff are suitable to work with children. Induction procedures help any new staff and students have a sound knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and staff are deployed appropriately to ensure that children are kept safe.

The management team has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. The manager is responsible for the day-to-day running of the nursery and the delivery of the educational programme. She has support from the local authority and is keen to improve practice. The management team is aware of the nursery's strengths and some of the weaknesses, but there is room to develop the involvement of the staff team and parents when reviewing practice. Their views are not fully included to assist in identifying areas for further improvement in order to continue to support children's achievements. The staff team all hold appropriate early years qualifications, and they provide a relaxed and welcoming environment for children. Appropriate techniques are used to extend children's learning, and staff get together before each session for an informal discussion about the day's planning. In addition, occasional staff meetings are held to discuss practice. Professional development for staff is supported through annual appraisals.

Partnerships with parents are open and friendly, and parents comment positively on the approachability of staff and the range of activities available to their children. All required details and consents are taken at registration and parents are encouraged to provide some information about children's likes and interests before they start. Staff talk with parents daily on arrival and departure so that they are well-informed about their child's day. Parents are aware of who is their child's key person. They are encouraged to view their children's development folders so they can discuss their progress in readiness for their move to school. There is some useful information displayed on notice boards. However, information on how to contact Ofsted if parents wish to raise a concern regarding the nursery is not available. In addition, the safeguarding policy and procedure is not consistently shared with all parents so that they are fully aware of the nursery's role in keeping children safe from harm.

Staff recognise the importance of supporting children's transition from the nursery into school and build suitable links with the school. Teachers visit the nursery to meet children prior to them attending, with helps with a smooth transition. Staff understand the advantage of liaising with other professionals, and work closely with the local authority early years adviser. Partnership working with other agencies is developing and systems to identify children's needs to help them make best progress are emerging. This gives staff the ability to satisfactorily meet children's individual needs and appropriately encourage children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

**(with
actions)**

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

- provide parents with copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents) (Compulsory Childcare Register).

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 action. 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	223656
Local authority	Coventry
Inspection number	870641
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	40
Name of provider	Penelope June Corry
Date of previous inspection	14/04/2010
Telephone number	02476 421571

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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, which are usually the childminder's 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.

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