

Railway Kindergarten

110 Railway Road, Urmston, MANCHESTER, M41 0YD

Inspection date

Previous inspection date

06/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 develop positive relationships with the staff and as a result, they are happy and settled.
- Children develop independence because the staff encourage them to carry out tasks themselves and frequently praise their achievements.
- Children are safe and secure because staff have a professional understanding of safeguarding children and as a result, keep them safe by minimising risks.

It is not yet good because

- Whilst the two year progress checks are in place, staff require further information and support to be able to complete these and provide parents with a summary of their child's development in time to contribute to the health visitor review.
- Opportunities for parents to contribute to their child's learning are not engaging all parents. As a result, children's learning cannot be consolidated and extended effectively.
- Self-evaluation lacks rigour and is not robust enough to fully monitor the quality of practice or effectively identify areas for development that will improve learning opportunities for children.
- Bilingual signs, books and resources reflecting all areas of diversity are not always available to sustain children's interest in understanding the world and learning about different cultures.

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.

Inspection activities

- The inspector observed activities in all three playrooms and the outside play area.
- The inspector sampled a range of documents, including children's records of learning, staff records and policies and procedures.
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- The inspector carried out a joint observation with the manager.

Inspector

Anne Drinkwater

Full Report

Information about the setting

Railway Kindergarten originally opened in 2002 and was registered again in 2012 on the Early Years Register. It is situated in a separate annex adjoining a residential property in the Urmston area of Manchester and is managed by a private individual. The nursery serves the local area and is accessible to all children. There are three playrooms and a fully enclosed area at the rear of the setting, which is available for outdoor play.

The nursery employs four members of childcare staff. Of these, one has an early years qualification at level 5, two staff hold a level 3 qualification and one is unqualified. In addition to the childcare staff, there is a cook. The nursery opens Monday to Friday, all year round, with the exception of Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 21 children on roll. 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:

- provide support and training to staff to enable them to complete the progress check between the ages of two and three to support parents and/or carers in guiding their children's learning at home and inform the Healthy Child Programme health and development review.

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

- find alternative ways of encouraging all parents to consistently share information in relation to their children's learning at home and contribute to the planning and learning journals, to enable staff to further enhance children's learning at the nursery
- enhance and make accessible books, activities and resources, which represent children's diverse languages and backgrounds. For example, provide books and role play areas with a variety of resources, reflecting diversity to enhance children's understanding of the world
- extend self-evaluation through careful monitoring and analysis of the quality of the care, learning and development on offer and identify targets for improvement that will raise children's achievements over time.

Inspection judgements

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

Staff throughout the nursery have an appropriate knowledge of the seven areas of learning and as a result, plan a balance of indoor and outside activities to support children's all-round development. Children receive suitable levels of support to help them to progress towards the early learning goals. Consequently, they are developing appropriately according to their individual starting points and time attending the provision.

Staff provide a welcoming environment where children's artwork is displayed. These clearly reflect children's creativity and their skills in painting and gluing. Children are able to choose from a wide range of toys and equipment that are easily accessible and suitable for their ages and stages of development. This supports their learning appropriately across the seven areas of learning, both indoors and outside. However, books, activities and resources, which represent children's diverse languages and backgrounds are not readily accessible to enhance their understanding of different cultures and diversity.

Staff follow the children's interests when planning activities and interact with them appropriately to enhance their learning. For example, babies under two years enjoy selecting the brightly coloured balls in the ball pool and explore the shells and sand, which are used to support the topic of the 'world under the sea'. They also paint, using thick brushes or use their hands to make marks in the paint. Within these activities, they learn to be creative and develop their small physical skills well. Staff support the babies appropriately in their learning by talking about the different textures and encourage the babies to explore the treasure baskets and build with wooden bricks.

Older groups of children are involved in planting sunflowers and drawing activities in the outdoor gardens. Within these activities, staff support children by providing sufficient tools and resources to accommodate all that wish to participate. They talk about how plants grow, the effects of the sun and rain and what could happen if the plants are not cared for. This supports children's understanding of the world around them. Staff also ask questions to make children think and include all them appropriately, discussing how to help each other and enabling all to contribute.

The newly implemented electronic observation systems of children are used effectively by staff to note what children know and to help them to plan their next steps in learning across the seven areas. Staff have a clear knowledge of the children's individual stage of development. They follow the children's choices and build on these to ensure children move on in their learning. This enables staff to support their all-round development and help children to acquire the skills in readiness for school.

Information and planning on display in the playrooms helps parents to gain knowledge about the types of activities that children are doing, so that they can support their child's learning at home. Some information is available in the children's learning journals and six monthly reports inform parents of their children's achievements. However, as parents do

not always enter the nursery, they are not fully involved in their children's learning through discussions or the sharing of the children's records of learning.

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

Children in all age groups, including babies, develop positive relationships with the staff. Staff know the individual needs of the children, and each child has a staff member assigned to them as their key person. Babies develop close attachments to staff because they are reassured and are given close levels of attention. Transitions to different rooms within the provision are managed appropriately. The consistent staff team are on hand to help with transitions and to appropriately support children and respond appropriately to parents if they ask their advice. Staff frequently praise children's achievements, for example, when older and more able children make good attempts at serving their own food and when younger children help to tidy away. Children receive appropriate guidance from the staff if they need it and as a result, behave appropriately in the provision. Any minor disruptions are sorted out by the staff straight away because they calmly reassure the children and explain the situation to them. This helps the children to feel secure and supports their well-being. Children respond appropriately by happily continuing to explore the activities and resources available.

Staff ensure that care routines are carried out well to support children's good health. For example, they change nappies at suitable intervals, wear gloves during the process and wash their hands frequently. Staff also encourage children to wash their hands often and older and more able children can explain why it is important to do so. This means that children are developing important self-care skills to keep themselves healthy. The environment is clean and well maintained and the provision inside and outdoors is suitably risk assessed. This ensures that the children can safely explore because any potential risks to them are reduced to a minimum. Staff talk to the children about safety, for example, helping them to understand why it is important not to run down the slide. This helps them to learn about risks and how to manage them well as they play. Children are developing an understanding of the importance of healthy lifestyles through regular outdoor activities. For example, they enjoy playing outside everyday as the garden is directly accessible from the playrooms. Children join in activities, such as, balancing on the tyres, climbing and digging in the soil, with appropriate staff support. Staff ensure that children eat a range of healthy food that includes a balance of nutritious food groups, such as, fruit, vegetables and protein. Lunches are home-made and of sufficient quantity. Lunch times are sociable occasions where even the youngest of children is encouraged to serve themselves.

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

The manager and staff have a clear knowledge and understanding of the safeguarding and welfare requirements and how to implement the Early Years Foundation Stage Framework. They have a secure knowledge of the child protection procedures, which means that they know what action to take if they are concerned about a child. Managers implement clear and appropriate employment procedures to ensure staff are suitable to work with children. Induction procedures and staff meetings provide staff with ongoing

support to understand their responsibilities appropriately within the provision. The induction of new staff also includes information on all the setting's policies and procedures. This means that staff are always fully up to date on all the procedures to fully support and protect children. In addition, regular fire drills are carried out to ensure that children are safe. Also, many staff have the required first aid certificate to ensure that they can care for children in the event of an accident or incident.

The management team, through regular monitoring and discussion, ensure children are learning and their development is promoted appropriately in the provision. For example, they monitor the staff's understanding of the learning and development requirements through regular meetings, appraisals and observation. Professional development is encouraged and staff attend training at regular intervals. In addition, regular monitoring of observations and planning ensure children's next steps are being identified and provided for. However, the progress check at age two has not been fully implemented as staff require further support and training give parents a clear picture of their child's progress. As a result parents cannot use this information to inform the health visitor's check or use it to help them in supporting their children's learning at home.

The provision makes some use of evaluation to support children. The management are making many improvements with the use of the early years advisors development plan and some reflection in their self evaluation. However, parents and all staff do not always have opportunities to voice their views on how to improve the nursery. Staff share information with parents about their children's routines and some of the activities they participate in, by using diaries and the children's learning journals. In the reception area, there is information for parents on the nursery's current policies and procedures. Although, the provision does not currently care for children with special educational needs and/or disabilities or children attending another setting, they have procedures in place to ensure that they have links to ensure children are supported.

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	EY458243
Local authority	Trafford
Inspection number	896513
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	21
Name of provider	Margaret Langford
Date of previous inspection	not applicable
Telephone number	0161 282 0523

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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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