

Railway Children Day Care

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

Inspection date

16/08/2013

Previous inspection date

29/10/2012

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 are safeguarded because all practitioners demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.
- Children play safely and behave well because practitioners offer praise and encouragement to promote their self-esteem.
- Children's ability to make independent choices and use their imagination is fully supported because resources and materials are always easily accessible.

It is not yet good because

- The procedure to monitor children's assessment is not consistently rigorous. As a result, some children's levels of achievement does not provide an accurate representation of their skills, abilities and progress. Consequently, children's learning experiences do not reflect their individual needs and interest.
- The nursery is not fully secure in helping parents to actively engage and regularly contribute to their children's learning and development, which reduces children's learning potential.
- Practitioners sometime miss opportunities for older children to take part in everyday routines. As a result, children are not always gaining a sense of independence to help extend their confidence in their own abilities.
- Babies are not always provided with opportunities to handle and manipulate objects during outdoor play to develop their fine motor skills.

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 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 held meetings with the manager and the deputy manager.
- The inspector looked at children's assessment records, planning documentation and learning records.
- The inspector took into account the views of parents and grandparents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, together with relevant policies and procedures.

Inspector

Jane Tucker

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 an area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, two hold appropriate early years qualifications at level 2, including two who are unqualified. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the use of children's assessment to ensure it is an integral part of the learning and development process and make sure it is consistent, precise, and displays an accurate representation of all children's abilities, skills and progress

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

- strengthen the ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- provide consistent opportunities for older children to be independent in their everyday tasks
- provide resources for babies during outdoor play that can be squeezed, pulled and held to encourage the development of small muscle skills.

Inspection judgements

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

Practitioners have a satisfactory understanding of the seven areas of learning and development, and plan a suitable range of activities in order to promote children's all-round development. Detailed information about each child's background, starting points and needs are gathered before children begin nursery. For example, parents complete 'All about me' forms, which ensure practitioners are familiar with children's individual needs and provide appropriate care. Practitioners regularly observe children during their play and make use of appropriate guidance to help track children's development. This information is used to assess what children know and can do, so that practitioners can plan activities that provide suitable challenge and extend children's learning and development. However, this process has not been consistently monitored. Consequently, some children's ongoing assessment, especially those in the toddler room, has not been kept up-to-date. Therefore, an accurate representation of their current skills, abilities and progress is not evident. Accordingly, some children's learning experiences did not reflect their individual interest and needs.

The nursery is well-resourced and provides children with a stimulating environment both inside and outdoors, in which to play and learn. For example, children are keen to explore the outdoor area and they use a range of 'urban junk' materials to promote their understanding of early mathematics. Practitioners support children to learn about shape, space and measure as they use resources which are open-ended so that they can be moved, used and combined in a variety of ways. For instance, children use 'drain pipes' of different sizes to observe how 'fast' or 'slow' a toy car travels. Practitioners encourage open-ended thinking by not settling on the child's first ideas, and they ask open-questions to allow children to consider 'What else is possible'? This supports children to think critically, have their own ideas, and make links and notice patterns in their experiences. Children are introduced to early literacy, communication and language skills, as practitioners encourage and support children's responses to rhymes and stories. For example, practitioners sing rhymes to babies, encouraging them to join in with actions. Older children sit attentively as practitioners read to them, discussing what they see, understanding that print carries meaning.

Practitioners have clear systems in place to review children's progress at age two, and parents and health visitors are provided with a short written summary of children's development. Practitioners work well with parents to help children settle and they provide brief details of the day's activities and care routine. Parents interviewed during the inspection confirm that they are regularly encouraged to view their child's learning and development records. However, practitioners are not taking full advantage of existing strategies that encourage parents to play a full and active role in their child's learning, such as sharing their child's achievements through parents evening, or taking part in organised activities in the nursery. Accordingly, the effective two-way flow of information between the nursery and home is not optimised in order to plan together and think through ideas of how to move the child forward.

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

Children in the nursery demonstrate that they feel happy, safe and secure as they independently explore their environment. All children are assigned a key person who supports them and their parents, sharing and exchanging relevant information. Well-established care practices ensure children settle quickly, are happy and enjoy their time at the nursery. For example, practitioners reassure babies who are in the early stages of settling into the nursery, by recognising their anxieties as they separate from their parents. As a result, parents show confidence in the care of the practitioners, and babies develop a sense of belonging and form secure emotional attachments.

Practitioners act as positive role models in the nursery. They are polite to each other and work well as a team. This helps children to learn about managing their own feelings and behaviour, and as a result, children behave well and play cooperatively with their friends. Older children and toddlers are encouraged to manage their own personal and hygiene needs, and practitioners offer support if this is required. Practitioners ensure babies wash their hands before meal times, to encourage their learning in self-care and their growing independence. Children are provided with a healthy balanced diet, which includes a combination of fresh fruit, vegetables and hot meals. These are prepared daily taking account of any specific dietary requirements and allergies. Children are observed to enjoy their lunch together, and learn to use a knife and fork safely. However, there are missed opportunities for older children to be independent at meal times, as practitioners put out their cups and cutlery. This prevents children from using these occasions to extend their independence skills, and prepare them for their next stages in learning.

Practitioners provide opportunities for children to play outdoors and there is a well-resourced environment that promotes children's physical exercise. For instance, children have access to a range of wheeled toys, and older children enjoy building with tyres, crates and planks of wood to make a balancing beam. Babies are also supported to enjoy the outdoor environment to promote their well-being and physical development. However, practitioners miss opportunities to provide resources which encourage the development of small muscle skills, such as objects that can be squeezed, pulled and pressed. As a result, babies are not always stimulated, playing or exploring during outdoor play.

The managers have made sound links with local primary schools and transition documents are effectively used to provide teachers and parents with an overview of children's achievements. Practitioners talk to children about starting school and some children receive visits from their teachers. This ensures continuity of care and learning for children.

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

The inspection took place following concerns that had been raised to Ofsted relating to the deployment of staff, continuity of care, and the cleanliness of the premises. The inspection found that, the managers had not effectively monitored some children's learning and

development records, especially those in the toddler room. Consequently, a true representation of some children's current levels of learning and development were not evident, which has an impact on their continuity of care, assessment and progress. This breaches a statutory requirement of the Early Years Foundation Stage, although recent changes have been implemented to address this situation. Appropriate staffing arrangements were in place and all children's needs were met to ensure their safety. Practitioners are deployed effectively, and children are always within sight and hearing of staff. A selection of staff rota's and children's registers was checked, which supported ratio requirements. The premises, furniture and equipment were found to be clean and the managers are fully aware of the requirements of health and safety legislation, including hygiene requirements. A selection of cleaning rotas was sampled, and practitioners were observed following appropriate hygiene procedures throughout the day. All previous actions and recommendations have been addressed and actioned.

Overall, the managers have a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners demonstrate a suitable understanding of how to safeguard and promote the welfare of children and are aware of their responsibilities in this respect. Adequate risk assessments are conducted on areas used by children, including outings, and reasonable steps are taken to minimise risks. The majority of staff hold current paediatric first aid certificates to protect children's health and safety. There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Robust recruitment procedures ensure suitable checks are carried out, and the manager has attended a 'safer recruitment course' to guarantee children's safety. Policies and procedures are implemented and include the use of mobile phones and cameras in the setting to protect children from their misuse.

Sound induction procedures ensure practitioners understand how the setting operates and important policies and procedures are read and discussed. This ensures children are cared for by a suitable team of practitioners who are aware of their roles and responsibilities. Annual appraisals are carried out in conjunction with six monthly supervisions, to ensure that any objectives set at the appraisal meeting can be monitored. In addition, practitioners attend monthly team meetings, and managers attend area meetings every two months.

Through self-evaluation, the managers and practitioners identify areas of strength and weakness within their practice to ensure children's needs are being met. The nursery works appropriately with external partners for example, local authority advisers and teachers from local primary schools. Relationships with most parents are well established and parents spoken to at the time of the inspection, stress how much their children enjoy attending the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY342254
Local authority	Barnsley
Inspection number	926631
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	66
Name of provider	Railway Children Day Care Limited
Date of previous inspection	29/10/2012
Telephone number	01226 744 440

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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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