

Hokey Cokey Playgroup and Railway Children Kids Club

The Railway Children Child Care Centre, Station Approach, Comberton Hill, KIDDERMINSTER,
Worcestershire, DY10 1QX

Inspection date	30/09/2014
Previous inspection date	01/07/2009

The quality and standards of the early years provision	This inspection: 1	
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is exceptional and staff provide highly tailored activities to promote children's individual learning. Therefore, children make rapid progress from their starting points.
- Staff deliver a wide range of highly stimulating activities in an extremely well-resourced environment. Consequently, children are extremely motivated to learn.
- Children are highly valued and they flourish in the nurturing environment where their well-being is substantially promoted.
- The manager provides inspirational leadership and she empowers staff who fill their roles exceedingly well. The extensive self-evaluation reflects the capacity of the manager and staff to maintain continuous improvements that result in immense benefits to children's learning and care.
- There are successful partnerships with parents who receive a wide range of information to actively contribute to continuity in their children's learning and care.
- There is a targeted programme of professional development to enhance the superb skills of the staff. They undertake frequent training and regularly refresh their understanding of safeguarding procedures to keep children safe within the setting.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the manager, staff and the children.
- The inspector carried out observations of activities indoors and during outside play, and also carried out a joint observation with the manager.
- The inspector looked at documentation, including children's learning journals, records, staff's and children's files and policies.
- The inspector spoke with parents on the day and also took account of the information included in the setting's own parent survey.
- The inspector carried out a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Hokey Cokey Playgroup and The Railway Children Kids Club is run by a registered charity and was registered on these premises in 1995. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting operates from purpose-built premises in Kidderminster. It serves the immediate locality and also the surrounding areas. The setting opens five days a week, from 7.30am to 6pm, all year round, except bank holidays and one week at Christmas. Children attend for a variety of sessions. They are cared for in four rooms and have access to two enclosed outdoor play areas. There are currently 55 children on roll in the early years age group. The setting provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 16 staff working directly with the children and all but one have appropriate early years qualifications at levels 5, 3 or 2. An unqualified modern apprentice also works in the setting. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- sharpen the focus with children aged two years, to extend their understanding of the benefits of healthy eating.

Inspection judgements

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

Staff have an exceptional understanding of how to promote children's learning through highly engaging activities. Therefore, children make rapid progress from their starting points. Staff provide a wide range of highly stimulating activities to promote learning across all areas. They consistently ensure exciting resources are within reach and this means that children can explore the environment at their own pace. Some children who are not yet three years have recently moved into the pre-school room and demonstrate excellent skills in developing their play. They spontaneously build towers with tubes and keep on fitting these together until the structure is high. When faced with the problem of a tower that has toppled they reposition this and use a range of strategies to reach the top. Children diligently keep on trying until they solve problems and they clearly show critical thinking by twisting tubes until they correctly fit together. Although staff offer support at some stage, this is minimal and they do not take over the activity. Therefore, through their actions staff demonstrate considerable understanding of how to promote the characteristics of effective learning. There is a good balance between child-led play and adult-led activities. Staff take account of children's interests to plan highly enjoyable and engaging learning opportunities. For instance, they read stories, previously heard, to

reinforce children's recognition of the names of a wide range of animals. Staff bring the story to life with a variety of tones and sounds. They are exceedingly entertaining because they read using a combination of methods, such as modelling the movement of arms and the swish of tails. Children are captivated and totally engrossed during the activity. Enthusiastic staff successfully hold children's attention. Therefore, their skills in listening and understanding are extremely well promoted.

Staff maintain this strong focus on language in a variety of ways throughout the setting. They innovatively encourage children to dance to loud and soft music and include words, such as 'slow' in response to the beat of the music. Staff adeptly promote children's independence by encouraging them to choose the music for dancing. They have opportunities to press buttons on equipment, so that they start and stop the music. Staff very effectively use a range of methods to develop children's language skills. For example, they sound out words, sing nursery rhymes and allow time for children to talk and to respond during conversation. Thereby, they create a language-rich environment. During outside play in the eco-friendly garden, children learn about weights and volume when they fill watering cans. Staff are very experienced and know how to integrate learning into all activities. They use painted planks and children's own clothing to promote recognition of primary colours, so that children make meaningful links to build on what they know. Children develop their large muscle skills by jumping from one stepping stone to another. They have great fun when they dig in the soil and learn about making compost. They develop precision in their small muscle skills when they turn taps on and off and use the water butt to fill containers. Staff are alert to children's individual needs and conscientiously ensure teaching methods are effective. For instance, they always pay attention to the lighting to support children with special educational needs and/or disabilities. Therefore, children's learning is sensitively promoted.

Staff work very closely with parents to ensure children get the support they need. The planning is always displayed on the boards in the corridor and parents write up their 'WOW' moments when they see children do something new. They share these with staff who then plan activities to continue with these aspects of learning. Staff systematically include many opportunities, as requested by parents. For instance, they have discussed how to extend children's appreciation of books by reading more stories. This means that children receive very good support and, subsequently, they develop early reading skills in preparation for school. At parents' evening staff share progress reports with parents who write their comments on the records, such as the summary of the progress check for children between the ages of two and three years.

Staff expertly share information about the activities with parents of all children, including babies. They have discussions about what children can do and obtain detailed information about their development in the prime areas. This means that they clearly identify starting points for each child and, subsequently, they build on these to increase learning. There is a very cheerful atmosphere in the baby room because staff interact warmly with children. They name toys during play and say words, such as 'loud' when children drop toys in the box. Therefore, they very effectively increase the language skills of babies, including those who speak English as an additional language. Children see the photographs of themselves and others when they crawl around and take note of low displays at floor level. This means that their self-concept is beginning to develop. Staff have undertaken training for

their work with babies and they fully use the skills they have acquired to promote learning in the prime areas. The gallery of babies' efforts in making marks is a good example of the high expectations staff have of the children. Therefore, they consistently include challenges, so that babies start to develop their small muscle skills appropriately.

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

Children demonstrate by their interactions that they feel extremely secure in the setting and they form very strong bonds with key persons. Babies stay near to staff during activities and toddlers approach all staff in the room for support, such as when they need a nappy change. Pre-school children are self-assured and they confidently approach visitors and ask them to read stories. Staff are thoroughly focused on creating an optimum level of well-being for all children. Therefore, a gradual settling-in period is offered, so that children learn to feel at ease following several visits. The 'special person/family tree' is displayed for each child and includes photographs of significant people in their lives. This means that children can frequently look at these photographs to feel comforted. Staff discuss with parents how they can best meet children's needs and they meticulously follow guidance regarding the individual routines. Therefore, children's routines are similar to those at home and they are very well supported in their move to the new environment. Staff have an excellent understanding of how to help children to adapt to change. Key persons visit new rooms on several occasions with the children until they feel thoroughly comfortable. Therefore, the changeover within the setting is stress-free experience for all children. Pre-school children are very well prepared for their move to school because teachers from local schools visit to meet them. Therefore, children are immensely supported to feel confident and to look forward to their eventual move to a new setting.

Children are highly disciplined in their behaviour, and pre-school children take turns and spontaneously share resources with others during play. All staff have had behaviour management training and are extremely competent at managing children's behaviour. Experienced staff have a nurturing attitude to children with challenging behaviours. They sensitively support these children, who rapidly learn how to interact with their peers and they make remarkable progress in their social skills. Children are self-assured and follow routines correctly, such as using the toilet facilities to wash hands after outside play. Pre-school children learn about nutritious meals because staff provide a wide range of cooking activities that effectively raise their awareness. Although staff consistently name foods when children eat at lunchtime, there are missed opportunities for children aged two years to increase their understanding about the reasons for eating healthily. Nevertheless, children learn about healthy lifestyles because they play outside daily and they have a good understanding of the reasons for drinking water and the effects of exercise on their bodies. For instance, children clearly explain that plants have a drink because they are thirsty and they talk of tiredness after outside play. Children clearly learn to take sensible risks under supervision and to keep themselves safe when they independently fill and carry watering cans. They then carefully walk to the growing boxes where they pour water over the plants. Staff give priority to children's safety within the setting because external doors are securely. Therefore, they are kept extremely safe.

The effectiveness of the leadership and management of the early years

provision

The leadership of the setting is inspirational. All staff have a very secure understanding of the safeguarding policy and they regularly refresh their knowledge of these procedures at team meetings. All staff contribute when the safeguarding policy is reviewed and updated. Consequently, they are very well informed about their responsibilities to protect children. There are three persons in senior safeguarding roles, and they thoroughly understand how to support children and staff. Policies are shared with parents and information is displayed where it is readily seen by all visitors to the setting, so that they are aware of safeguarding procedures. Very robust recruitment and induction procedures are in place to ensure adults are suitable to work with children. All staff sign an annual disclaimer to indicate that there are no reasons why they cannot continue to work with children. These procedures suggest that there are significant systems in place to safeguard children within the setting.

There is a well-documented drive to maintain the highest level of achievements. The manager is extremely proactive and there is a considerable culture of maintaining continuous improvements. All staff record their reviews of the practice within the setting. These reviews include programmes, which are focused on the effective use of space in all rooms, and staff consistently evaluate activities. As a result, they are very well-informed about the benefits to children's learning and care. For instance, in the baby room resources are now stored at a low level, so that babies can reach them and this helps the babies to develop their independence skills. The manager purposefully oversees all aspects of the running of the setting. She delegates responsibility to staff, so that they are empowered to fulfil a wide range of roles. For instance, room leaders carry out supervision and all staff are involved in peer observations. There is an environment of trust and mutual respect. Consequently, staff are very open to suggestions to make improvement in their practice. A comprehensive tracking system is in place and all staff have a very good understanding of how to use this to record children's progress. As a result, they quickly identify where children are not at the expected level of development and ensure that they review planning to meet children's individual needs. This system is unmistakably effective and, for this reason, children make rapid progress in their development. Parents frequently complete questionnaires to reflect their views of the setting. They lavishly praise the manager and staff for the support and service they receive. The recommendations from the last inspection are very effectively met. The staff have increased the stimulating learning experiences of the children and they have extended most children's understanding of nutritious meals.

The highly successful partnerships with parents are underpinned by excellent communication. Parents receive a wide range of information, including a welcome pack, which is used to share information about the provision in the setting. A wealth of information is displayed throughout the setting to ensure parents are kept abreast of all aspects of their children's learning and care. Parents can attach their comments to the 'growing together tree' in the porch and, subsequently, means that there is continuous feedback about their views. Staff maintain a daily two-way flow of communication to exchange information about anything they need to discuss with parents. In response to parents' requests, there is now a website to share information about the setting. This is

supplemented with printed material in the entrance and corridor, to ensure all parents receive details of changes and events in the setting. Parents are very pleased with the progress children make and feedback shows that they are confident that their children are happy. There are commendable working relationships with other professionals. The manager maintains very good communication to ensure children receive the support they need. For instance, local authority professionals regularly visit to provide guidance and support with regard to the focused improvement plan. Some children who attend the setting have recently started to attend other providers. Clear arrangements are in place for sharing information to ensure children's individual needs are met. There is a very strong emphasis on enhancing the skills of all staff who have many opportunities to contribute to the improvement of the setting. They identify areas for professional development during supervision and they undertake regular training. For instance, staff have attended courses delivering musical activities and some staff leads sessions in all rooms. There is a special touch to these sessions because she plays a guitar and the children are enthused about this. The manager and staff provide an extremely welcoming environment and, as a result, children make considerable progress in their learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205431
Local authority	Worcestershire
Inspection number	865339
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	55
Name of provider	The Railway Children Child Care Centre Committee
Date of previous inspection	01/07/2009
Telephone number	01562 740182

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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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