

The Old Railway House Nursery Limited

15 Station Road, Aldridge, Walsall, West Midlands, WS9 0BL

Inspection date	10/10/2014
Previous inspection date	03/06/2010

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

The quality and standards of the early years provision

This provision is good

- Staff use good planning and assessment methods to provide a range of challenging learning opportunities. They encourage children to select activities independently so that their learning is purposeful and reflects their interests.
- Children have access to a wide range of good quality resources which invite exploration and inspire play, both indoors and in an enclosed outdoor play area.
- Children's emotional well-being is fostered well. They are confident to explore as they have strong relationships with the staff. Staff work well in partnership with parents to find out about children's individual needs and ensure that these are always fully met.
- The manager implements robust systems to safeguard children through careful vetting and recruitment procedures. Staff are then encouraged to continuously improve their skills, knowledge and understanding of the Early Years Foundation Stage. Consequently, children are cared for by a professional team who prioritise their safety and well-being.

It is not yet outstanding because

- There are fewer opportunities for those children who speak English as an additional language to use their home language at the setting.
- Information and communication technology resources and programmable toys are not always available for children to explore and learn about how things happen and work.

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 the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kulwant Singh

Full report

Information about the setting

The Old Railway House Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached bungalow in the Aldridge area of Walsall and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from 8am to 6pm, Monday to Friday, all year round and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 2, 3 or 4. The manager is qualified to degree level. There are currently 70 children attending who are in the Early Years age group. Children attend for a variety of sessions. The nursery provides funded early education for two, three and four year old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enrich opportunities for children who speak English as an additional language to use their home language in the setting, extending their sense of belonging and valuing their cultures and backgrounds further
- strengthen children's understanding of why things happen and how things work by providing even more technological resources such as computers and programmable toys.

Inspection judgements

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

The quality of teaching is consistently good. Staff have a thorough knowledge of how children learn and develop and they demonstrate how to support the needs of all children well. As a result, children make good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage. Planned activities are individualised and made fun to enhance children's learning. For example, children build models indoors, using a range of materials. This is then extended to the outdoor area as children express an interest in using their creations outside. Children's creativity and problem-solving skills are challenged as they consider how to build the models using their imagination. They make links to how robots work and show pride in their finished products. Staff place an appropriate focus on the prime and specific areas of learning, ensuring that even the youngest children have a firm base on which to build their future learning upon. Staff observe children regularly and identify the next steps in their learning. These are accurately assessed and then fed into planning, therefore, creating a cycle

which promotes continual challenge and progress for each child. Staff complete regular progress reports for children, including the required progress check for children aged between two-and-three years. These are detailed and provide parents with an informative summary of their children's progress. The progress reports include ideas for future activities so that parents are able to continue their child's learning at home. This helps children to make even swifter progress. Staff ask open-ended questions to check children's understanding, as a result, children develop good thinking skills. The wide range of activities and effective teaching skills means that all children make good progress which prepares them well for their move to school.

Staff provide children with a well-balanced range of learning opportunities, including a successful mix of adult-initiated activities and child-led play. Younger children freely crawl to resources such as musical instruments and books, which they are able to handle appropriately. The outdoor area has been well planned to give children opportunities to develop in all areas of learning. For example, children develop their imagination skills as they play in the mud kitchen. Staff support children's physical development well. For example, children confidently use wheeled toys, climb and balance on the fixed play equipment and build using wood to extend their physical skills. Early literacy skills are also promoted as children use chalk to make marks on the ground. Overall, the setting provides a good range of resources and activities to support all areas of learning. However, information and communication technology resources and programmable toys are not always available for older children to explore and learn about why things happen and how things work. Consequently, their development in this area is not as swift as in other areas.

Staff find out about each child's background because parents are encouraged to share information about their child during induction. However, the home language of children who speak English as an additional language is not always well promoted. There are fewer resources or opportunities for children to see or hear these languages in their play. Consequently, there is scope to improve the way home languages are incorporated into the nursery, to promote an inclusive environment and encourage more communication. Staff work with children with special educational needs and/or disabilities well. For example, they work closely with health professionals and parents by screening children's development to identify and support children who have speech delay. This helps children who are falling behind to gain access to appropriate support and promptly catch up with their peers.

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

Staff know their key children very well and adapt activities according to their preferred learning environment. This gives children the best opportunities to learn and be engaged. Children are happy and develop strong bonds with their key-persons and other children. As a result, new children settle quickly into the group. Children take part in different social situations which develops their confidence and helps to prepare them emotionally for the move to school. Staff help children become independent from a young age. They learn to cooperate, share and take turns while increasing their independence as they decide for themselves what they want to play with. The welcoming and friendly interactions from

staff and their effective role modelling help children to develop good manners and to behave well. Staff reinforce this by giving praise to them. Key-persons ensure that children are well supported in their next stage in learning. Transition reports are passed onto the next room or setting so children are able to continue learning from their current stage.

Lunchtimes are pleasant. Children benefit from warm, healthy and nutritious meals that are freshly prepared onsite. Independence is encouraged as younger children attempt to feed themselves and older children serve and clear their own plates. Meal times are sociable occasions where children sit together with staff. Staff talk to children about what they are eating and ask them what they like best. This allows staff to gain an understanding of children's likes and dislikes. Staff use time effectively whilst waiting for pudding to arrive, by reading interactive stories. For example, children join in with stories making actions and noises of animals. This keeps children occupied and encourages further learning and positive interaction. Children learn about good health and hygiene routines. Staff encourage their well-being by teaching children to wash their hands before and after meal times. Children also learn about how to prevent cross-contamination as they are reminded to pick the food that they have touched whilst serving themselves. Staff consistently model and reinforce good hygiene and healthy choices, through everyday routines and activities. As a result, children learn to manage their personal care which prepares them well for school life. Dietary needs and preferences are discussed with parents and are adhered to carefully to maintain children's good health and well-being. Throughout the day children benefit from access to fruit and water.

Staff provide children with plenty of fresh air and exercise. Children are encouraged to develop their physical skills, both indoors and in the outdoor area. Children learn to manipulate their large muscles as they play on the climbing frame and slide to develop more control. Staff encourage children to take risks and challenge themselves, helping to develop resilience and understand how to manage small risks safely. Staff join children in interactive physical games using music and actions. This teaches children about the effect of physical exertion on their bodies so they remain healthy.

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

The leadership and management team have robust systems in place to safeguard children and promote their safety and welfare. The manager understands her responsibilities securely with regards to the Early Years Foundation Stage and provides a safe and stimulating environment. She manages her staff well and supports them to enhance their own practice through on-going training and development. This ensures they continually meet the needs of children. Staff's practice demonstrates clearly that they know that the children's safety and welfare is their priority. For example, staff are deployed effectively and supervise children closely. Staff have a thorough understanding of the effective policies and procedures because the manager ensures they keep their knowledge up-to-date through regular discussions at staff meetings and through training courses. She asks them what they would do in a range of situations and ensures that mandatory training is up-to-date. Ratios are always met with more staff than is required at most times. Consequently, children benefit from high levels of supervision. The recruitment and vetting

procedures are good, they focus on safer recruitment practices to assess staff's suitability to work with children. This ensures that all staff are properly vetted through the Disclosure and Barring Services procedure. The recording and organisation of all documentation including accident and medical records is meticulous and ensures children's welfare is very well protected.

The manager and staff have a sound understanding of their responsibilities in meeting the learning and development requirements. The manager monitors staff performance effectively through regular supervisions, appraisals and observations of staff practice. Staff discuss their training and professional development with the manager, so that their own needs and those of the setting are met. The manager discusses and monitors individual children's progress with their key-person, so that the impact of teaching and learning is evaluated. This ensures that all children make good progress. Staff work very well as a team to evaluate the provision so that high quality of care and learning is maintained for children at all times. Parents are kept informed of their child's development. Parents and grandparents spoken to on the day of the inspection spoke highly of the setting and the staff, stating that they are very happy with all aspects of the provision.

The management and staff demonstrate a keen awareness of the need to work in partnership with external agencies to secure appropriate interventions for children. For example, children with identified needs receive the individual support they need and staff meet with other professionals to discuss their progress. As a result, appropriate activities are offered, narrowing gaps in learning which help children make good progress from their initial starting points. The setting has good links with other settings such as local schools where they share information with the teachers. This helps prepare children very well for their move onto school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	254447
Local authority	Walsall
Inspection number	866878
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	70
Name of provider	The Old Railway House Nursery Limited
Date of previous inspection	03/06/2010
Telephone number	01922 455755

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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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