

The Railway Nursery

Old School Building, High Street, Lavendon, Olney, Bucks, MK46 4HA

Inspection date	02/12/2014
Previous inspection date	08/09/2009

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

- The well-established key-person system means that children build secure attachments to staff. Staff use effective teaching skills and support children to make good progress through purposeful play.
- The staff place equal emphasis on the children's safety, well-being and learning, so children feel safe and secure as they learn.
- The nursery school is well-led and managed. Reflective practice means that the staff are not complacent and they are keen to make continuous improvements.
- Strong partnerships with parents and other professionals are successful in helping children to maintain continuity in their care and learning.

It is not yet outstanding because

- Staff miss some opportunities to further develop babies good physical development through daily sensory experiences.
- Older children's existing good literacy skills are not fully extended by staff as they are not consistently encouraged to write for a purpose during their play.
- Staff are not consistently reinforcing children's awareness of healthy lifestyles, such as minimising the possibility of cross infection, as towels are not regularly replaced.

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 play rooms.
- The inspector held discussions with children, parents, and staff.
- The inspector undertook a joint observation with the deputy manager.
- The inspector looked at children's assessment records, the nursery school's self-evaluation process, and a selection of policies and children's records.

Inspector

Kim Mundy

Full report

Information about the setting

The Railway Nursery School originally registered in 1999 and re-registered under its current ownership in 2009. This is one of two nurseries owned by the provider. The nursery school operates from a community hall in Lavendon, Buckinghamshire. There is access to three play rooms and a secure outdoor play area. The nursery school provides a service for children from the local community, and it is open each weekday from 7.30am to 6pm all year round, except Christmas and bank holidays. The nursery school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 86 children on roll and they attend for a variety of sessions. The nursery school supports children with special educational needs and/or disabilities, and children who are speak English as an additional language. The nursery school employs 13 members of staff and of these, 12 members of staff hold appropriate early years qualifications. The nursery school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- maximise opportunities for babies to access sensory experiences that encourage them to develop their physical skills as they make marks, explore different materials and textures
- extend the range of opportunities for older children to write for a purpose, to further develop their early writing skills
- provide greater support for children to understand how to promote good health.

Inspection judgements

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

The staff are very welcoming, and they plan and provide interesting play environments for the children both indoors and outdoors. Through discussions with parents and by observing the children when they first start, the staff find out what the children can do. This in turn helps staff to identify what they need to work on next to help children to continue to make good progress. Staff assess and closely track the children's progress and they keep a written record in each child's observation file to share with parents. Staff implement the secure arrangements for the progress check for two-year-old children. This means that they quickly identify and narrow any gaps in the children's learning, and

identify the areas where they need to further challenge children's learning.

Babies, toddlers and pre-school children are very happy as they engage in purposeful play. Staff provide many good opportunities to explore, investigate and learn through first-hand experiences. For example, during the inspection, toddlers particularly enjoyed feeling the texture of shaving foam on their hands. Staff developed their understanding of the world, and their coordination skills, as they encouraged children to move their hands through the foam and discussed that the texture of the foam was soft. They made suggestions, asked questions and allowed time for children to think and respond. These teaching skills help to develop children's communication and language skills. During the activity, staff also talk about being kind, how they need to share the spoons and saucepans, and remind them of their manners. Consequently, this supports children to develop their personal, social and emotional development. Staff encouraged children to count from one to five, which builds on their early understanding of mathematics.

In baby room, there is a good range of toys and resources to support babies' all-round development. Babies help themselves to toys as they move around their play room. They enjoy looking at books and staff use puppets and props to further their interest. Singing songs and rhymes encourages their communication and language skills, and staff provide running commentary so babies hear a wide range of words. Babies develop their large-muscle skills, for example, as they push along sturdy toys when they show an interest in walking. Overall, babies enjoy using their senses as they explore treasure baskets and different textures, such as shredded paper, dough, water and spaghetti. However, staff do not plan these sensory opportunities on a daily basis to regularly extend babies' coordination and physical development.

Throughout the nursery children develop good mathematical skills as they post shapes, stack rings, thread beads and build with various construction toys. Children develop good literacy skills as they use a range of tools for making marks with, such as paint brushes, crayons and chalks. However, pre-school children have less opportunity to write for a purpose, such as completing 'shopping' lists and writing 'prescriptions' during their make-believe play. Staff plan stories and link in other activities well to further consolidate children's learning. For example, staff encouraged children to bring in their teddy bear from home for a picnic and a game of hide and seek. Good relationships with the village school results in children benefitting from using the school field. To develop all children's understanding of the world, the younger children learn about basic technology as they enjoy, for example, chatting on the toy telephone. Staff teach pre-school children how to use the computer and mouse to complete educational programs. This gives them the skills they need to be able to use the computer independently. There is a variety of toys and resources to promote children's understanding of diversity, such as Chinese costumes, puzzles, books and dolls depicting different cultures, gender and disability. Children develop their imagination and creativity as they dress up and act out during role play. They enjoy painting and sticking with a variety of materials. In the pre-school room, a visiting teacher introduces the children to further musical experiences, such as listening to and playing a violin. All children make good progress in their learning and development to prepare them well for the next stage in their education.

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

Children settle in well in this friendly nursery school. The key-person system is well established and the staff know all of the children well. In baby room, staff work very closely with parents to help them as well as their babies to separate and feel safe and secure. Throughout the nursery school, staff are very kind and caring and, therefore, the emotional needs of the children are well supported. Children behave well because staff are calm and supportive in helping children to understand boundaries. They take time to explain the need to share and take turns, and support the development of these social skills through various games and activities. Staff encourage children's confidence and self-esteem as they praise and encourage their achievements. In pre-school room, children proudly recognise and display their name on the door and in all play rooms staff display the children's art work.

Overall, staff teach children to keep themselves fit and healthy. Staff follow good nappy changing routines and children's bed linen is stored individually and washed regularly. However, arrangements for hand drying do not always fully support children's understanding of living a healthy lifestyle. For example, children dry their hands on towels but staff do not regularly refresh these so that there are always clean ones available. Staff provide for the children's individual dietary requirements well. Their lunches are prepared off-site and are delivered to the premises. The staff probe the food to make sure that they serve it at the correct temperature. The four weekly menu demonstrates that children are offered nutritious foods. Staff prepare healthy snacks, such as fruit, plain biscuits, dips and pitta bread. Children also learn about healthy eating as they plant and care for vegetables in the garden. Babies can gesture when they want a drink, and staff also regularly offer them drinks throughout the day. Toddlers and pre-school children are able to pour their own drinks with staff support as required.

Children play outside in the fresh air and exercise every day. They develop their good physical skills, for example, as they climb, balance and slide. Children learn to understand dangers and how to manage risks to keep themselves and others safe. For example, staff teach children to use scissors correctly, get them to regularly practise the emergency evacuation procedure and talk about stranger danger.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and how to implement these. Robust recruitment procedures mean that professional and caring staff are recruited to work with the children. The staff are well-established and they work very effectively as a team. All staff attend safeguarding training, and the owner and manager have attended a designated person's course. Staff have a good knowledge of child protection and they know the correct procedures to follow if they have a concern. Staff benefit from a thorough induction process, ongoing meetings and staff appraisals with the manager to support them in their role. The premises are safe and secure for children because the staff carry out successful

risk assessments for all area of the premises and for outings. For example, staff keep the exterior doors and gates locked and fire-detection equipment is installed. In addition, babies sleep in small cots in a cot room and staff regularly check them to make sure they remain safe. Therefore, children are cared for in a safe and secure environment.

The manager understands her responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Staff continually reflect on their practice and the views of parents and children are valued, and included in the nursery school's plan for further development. The manager and senior staff monitor the quality of teaching by observing staff practice and make suggestions to further develop teaching skills. When caring for children who are learning to speak English as an additional language, staff ask parents for key words and display these in the child's play room to support communication skills. Staff also support children with special education needs effectively by working closely with parents and other professionals. This helps them to carry out specific pieces of work with children, for example, as they plan and carry out suggestions made by speech therapists. The staff establish good working relationships with local schools. They share information and provide a progress report to help children settle with their new teachers at school. As a result, staff make the experience of moving on to school as happy as possible for the children.

The partnership with parents is a key strength of this nursery school. Good communication systems mean that parents are kept well informed about their child's day. For example, through daily discussions, newsletters, babies' daily dairies and the other children's weekly diaries. Staff also arrange two parent evenings a year. Staff gather all of the required paperwork from parents to help them to meet the individual needs of the children. Parents comment they are pleased with their children's progress, and praise staff for helping their children gain in confidence. Parents also state they feel as though they are leaving their child in the care of family, where they are safe and secure, and this is reassuring when they have to go to work. The children are well-cared for by staff, and they have fun learning through their play.

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	EY390812
Local authority	Milton Keynes
Inspection number	830298
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	86
Name of provider	Oakwood Nursery Schools Ltd
Date of previous inspection	08/09/2009
Telephone number	01234 241 246

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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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