

# Railway Children Day Nursery

Wakefield Crossing Cottage,, Bradney Green, Cantey,, Coventry, CV4 8BN



## Inspection date

Previous inspection date

30 April 2015

4 April 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children's learning is not maximised by staff because the quality of teaching is inconsistent. Staff do not always take account of individual children's interests, in order to ensure that they are motivated to get involved and learn through their play.
- Children who speak English as an additional language are not supported well enough to use their home language in their play.
- Children's thinking and speaking skills are not fully supported by staff. Children are not always given time to put their thoughts into words when questions are asked.
- Staff do not always support children's learning with regard to solving simple mathematical problems.

### It has the following strengths

- Staff assess and minimise potential risks effectively. They are aware of their responsibilities to protect children from abuse and neglect.
- Children's emotional security is addressed well and begins with a settling-in procedure that is agreed with parents. They are happy and confident.
- Children's independence is promoted well at mealtimes. They demonstrate good physical skills as they serve their food, pour their drinks and use their chosen cutlery.
- Older children's literacy development is promoted well. They are encouraged to write for different purposes, such as in role-play situations.

## What the setting needs to do to improve further

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

- ensure that teaching is consistently effective, so that all children are engaged in activities that inspire and challenge them, can investigate and experience things, and develop their own ideas
- provide opportunities for children who speak English as an additional language to develop and use their home language in play and learning, supporting their language development at home.

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

- extend opportunities for children to develop their thinking skills and increase their speaking skills, for example, by making sure that they are given time to respond when they are asked questions
- improve support for children's mathematical development, for example, by helping them to practise simple calculation.

## Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the manager of the nursery and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff do not consistently provide activities that interest all children. Some children are not motivated to get involved and their progress is not maximised. The quality of teaching is variable. Some staff do not encourage children to explore, investigate and find things out for themselves. Children are appropriately challenged physically. Toys for them to manipulate are appropriate for their different stages of development. They gain skills because large physical play equipment outside challenges them effectively. Staff do not fully support children's thinking ability or language development. They ask children open-ended questions, but then answer the question themselves. Consequently, children are not given time to think about what they want to say. Staff initially obtain some key words from parents of children who speak English as an additional language. However, when children's grasp of English increases, staff do not encourage them to use their home language in their play. Children are encouraged to count and name shapes and colours. However, opportunities for them to learn to calculate are missed by staff. For example, pre-school children are preparing to plant beans. They are told that there are enough for two each, but they do not count the beans or the number of children in the group. Overall, children develop the necessary skills that prepare them for school.

### **The contribution of the early years provision to the well-being of children is good**

Children's personal, social and emotional development is promoted well. Relationships between staff and children are good. Parents provide clear information on their child's care needs and staff meet these needs effectively. Children's good health is promoted well. They eat healthy food and staff use their food hygiene knowledge effectively to protect children's good health. Children learn to manage their own self-care needs. The outdoor area is used throughout the year, so that children are physically active each day. Children behave well and staff ensure that positive behaviour, efforts and achievements are acknowledged with praise. Older children readily take turns.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Staff are aware of their responsibilities with regard to supervising children and protecting them from harm. Procedures for recruitment, selection, induction and vetting for staff meet requirements. Children's welfare is addressed because staff keep their first-aid and safeguarding knowledge up to date. Staff identify that as a result of knowledge gained on recent training, they have made the home corner bigger, so that the toddlers benefit from having more space and more role-play resources. The manager is usually included in ratios, so finds it difficult to regularly check the quality of teaching and learning activities. She aims to spend more time observing the practice of key persons who all hold level 3 qualifications. Observations can then be discussed during staff supervisions and areas for improvement and training needs identified. The nursery is already strengthening the links with local schools and pre-schools to ensure continuity and easy transition for children.

## Setting details

<b>Unique reference number</b>	223656
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1010702
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Penelope June Corry
<b>Date of previous inspection</b>	4 April 2014
<b>Telephone number</b>	02476 421571

Railway Children Day Nursery was registered in 1991. The nursery employs eight members of childcare staff. Of these, seven hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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