

Railway Children Kindergarten

Station House, Bunbury Way, Epsom, Surrey, KT17 4JP



Inspection date	15 March 2016
Previous inspection date	25 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The partnerships with parents and other providers are good. Staff use effective ways to involve parents in all aspects of their children's learning. For example, they share children's next steps and suggest websites that can be used to further support children's learning at home.
- Staff provide a stimulating learning environment. Children very quickly become immersed in activities. They are motivated, confident learners and make good progress.
- Staff promote mathematical development well as children play and explore. For instance, children confidently count their jumps and use mathematical language to name shapes, such as 'oval' and 'ovoid' to describe Easter eggs.
- Staff are caring and attentive to children's needs. They settle them in well and form strong bonds with all children, who are happy and secure.

It is not yet outstanding because:

- Procedures for the supervision of staff are not used in highly effective ways to precisely identify where teaching can be improved even further to achieve the best possible outcomes for children.
- At times, staff complete tasks that children can do for themselves and opportunities to support children's independence are not fully developed.

What the setting needs to do to improve further

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

- strengthen staff supervision to focus even more precisely on improving staff effectiveness to build further on the good quality of teaching
- increase opportunities for children to develop their independence skills to ensure children make the best possible progress.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning.
- The inspector held discussions with the manager, staff and parents.
- The inspector looked at children's assessment records and a range of other documentation, including evidence of suitability, and policies and procedures.
- The inspector completed joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The manager values the ideas of staff, parents and children to identify areas for improvement. She works closely with other professionals to ensure she keeps up to date with changes and meets all requirements. An effective induction programme is in place for new staff. The manager ensures they understand policies and provides ongoing training to ensure they are effective staff members. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and have a clear understanding of the process to follow should they have concerns about a child's well-being. The manager monitors children's ongoing development effectively and promptly identifies any emerging gaps in their learning.

Quality of teaching, learning and assessment is good

Staff are skilled at using questions to challenge children's thinking. Staff plan an interesting range of learning experiences, based on accurate assessment, that interest and engage children well. For example, children are fascinated as they explore what happens when they drop sand into bubble bath, and observe the changes as they put modelling strips into water. Staff support children's early literacy skills skilfully. For example, they encourage children to use puppets to retell stories. Staff help all children, including those learning English as an additional language, to develop good communication and language skills. For example, they learn words in children's home languages, and routines such as snack times are used well to engage children in conversation.

Personal development, behaviour and welfare are good

Staff are good role models and employ a range of effective strategies to help children learn to behave well. Children learn to share, take turns and to respect each other. Staff help children develop confidence and self-esteem, and give them lots of praise for their achievements. Staff promote children's good health successfully. For instance, children learn about hygiene practices, and what is healthy food. Children have opportunities to be physically active. For example, they run in search of Easter eggs enthusiastically and enjoy taking part in egg-and-spoon races. Staff create a learning environment that celebrates diversity.

Outcomes for children are good

Children achieve well within the range of development for their age. They gain the key skills needed for the next stage in their learning and their eventual move to school. For example, children are very animated as they perform the spoken parts from a traditional story. They demonstrate a very good mathematical understanding, such as recognising and ordering numbers up to 10.

Setting details

Unique reference number	122503
Local authority	Surrey
Inspection number	846210
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	29
Name of provider	Nicola Johnson
Date of previous inspection	25 May 2012
Telephone number	01372 802549

Railway Children Kindergarten registered in 1998. It is situated in Epsom Downs, Surrey. It is open each weekday during school term times, on Monday to Wednesday from 9am to 3pm, on Thursday from 9am to 1.15pm and on Friday from 9am to 12.15pm. The provider employs five members of staff, three of whom hold appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

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