

The Railway Children's Day Nursery

3b Ewhurst Avenue, Birmingham, B29 6EY



Inspection date

26 May 2016

Previous inspection date

21 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not consistently focus their teaching on each child's needs, abilities and interests. Some activities are not challenging enough to motivate and enthuse children in their learning to help them to make the best possible progress.
- Children's communication and language development are not promoted well enough. Staff do not give children enough opportunities or the encouragement they need to speak, pronounce words or develop their understanding and vocabulary.
- Although the environment is stimulating and organised well, staff interrupt children's learning when they ask children to frequently change activity to follow a very structured routine. This sometimes hinders children from becoming absorbed in their play.
- Self-evaluation is not accurate in prioritising areas that require improvement. Not enough is being done to raise the quality and consistency of teaching.

It has the following strengths

- Children are generally settled, happy and enjoy their time at the nursery. They build positive relationships with the staff and are developing friendships with each other.
- Partnerships with parents are strong. Staff share ongoing information with them and encourage them to discuss what their children are doing at home. Parents are very positive about the nursery and talk about how happy their children are.
- The manager works in partnerships with other professionals. Relevant information is shared to ensure support is put in place to help children and their families.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve performance management for staff, to raise the quality of teaching and ensure they keep children engaged and interested in their learning	31/07/2016
■ ensure all staff consider each child's needs, abilities and interests through their planning and interactions to promote purposeful learning and sustained progress	31/07/2016
■ improve the educational programme for children's communication and language development so that they make consistently good progress in this area.	31/07/2016

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

- review the routines of the day and provide opportunities for children to become absorbed in uninterrupted play and learning
- improve self-evaluation to ensure that all weaknesses in practice are clearly identified and addressed to improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and manager have worked in partnership with other professionals to review and address some of the issues raised at the last inspection. However, some areas of practice still require improvement. Staff hold appropriate childcare-related qualifications and attend suitable training to help drive forward their professional development. However, the manager has not identified some of the weaknesses in staff's teaching practice and her view of the quality of teaching is unrealistic. The arrangements for safeguarding are effective. Staff have a sound understanding of their responsibilities to protect children from harm. Recruitment processes are effective and all staff's suitability is thoroughly checked.

Quality of teaching, learning and assessment requires improvement

Staff assess children's starting points and progress. They gain views from parents about children's ongoing development and share their children's next steps in learning. Some of these are reflected in the weekly planning, but not always followed up in practice when staff are working with children. The quality of staff's interactions with children is variable. Staff do not consistently support children's communication and language development well enough. For example, during some activities staff overwhelm children with questions and do not give them chance to think and respond. At other times staff do not respond appropriately when babies and children babble and chat. Children quickly lose interest in activities because staff do not always recognise how they can support and facilitate their individual learning. Children enjoy learning about the natural world as they observe caterpillars and talk about how they will grow into butterflies.

Personal development, behaviour and welfare require improvement

All children are assigned a key person and parents and carers are informed as to who that person is. Staff are kind and caring and act as appropriate role models to promote children's positive behaviour. Staff encourage children to share and take turns, and praise their efforts and achievements. Children have access to a stimulating environment. However, staff are not skilled at recognising when the very structured routine means that children's independent learning is interrupted. Staff often stop children from playing, instructing them to move on to a different activity so they do not get a chance to become absorbed in their play.

Outcomes for children require improvement

Children are generally making progress and gaining skills that will help to prepare them for the next stage in their learning and their move on to school. Children are developing their physical skills as they balance and run outdoors and climb and use the slide in the indoor soft-play area. In addition, they have some opportunities to develop their skills in using tools as they manipulate dough and build sandcastles. Children generally have lots of opportunities to draw and practise early writing skills. They develop some independence skills, such as putting their shoes on to go outside. However, planning and teaching are not focused enough on children's individual abilities or current learning needs to ensure that every child makes the best possible progress.

Setting details

Unique reference number	EY494524
Local authority	Birmingham
Inspection number	1035455
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 - 3
Total number of places	50
Number of children on roll	22
Name of registered person	Kiddizone 2
Registered person unique reference number	RP534960
Date of previous inspection	21 December 2015
Telephone number	07456404101

The Railway Children's Day Nursery was registered in 2015 and is one of two nurseries owned by the same provider. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The setting is open Monday to Friday, all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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