

The Railway Children

Menston Railway Station, Station Road, Ilkley, West Yorkshire, LS29 6JH



Inspection date

14 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 experienced and dedicated leadership team is passionate about providing children and their families with the best possible early years provision. They reflect well on their practice and make positive changes that help to improve outcomes for children. This helps to achieve good quality throughout the setting.
- Parents are fully involved in all aspects of children's learning. They comment that they are extremely happy with the high level of care and education that children receive.
- Children are enthusiastic and curious learners. They enjoy interesting activities and experiences. The quality of teaching is good, overall. Children make good progress from their starting points.
- The key-person system is effective. Transitions are very well planned for and include home visits. Children settle well in the homely environment. Younger children spend time with their older siblings. They are emotionally secure, self-assured and extremely happy.
- The learning environment is delightful. Children benefit significantly from exciting learning areas and high-quality resources. Children develop a wonderful understanding of the world. For example, they can be seen out and about each day visiting local cafes and other areas of interest in the community.

It is not yet outstanding because:

- Occasionally, some staff do not fully adapt teaching and fully challenge and extend older children's learning to help them to achieve the best progress possible.
- The recently introduced system for staff support and mentoring is not yet fully embedded to help staff achieve outstanding teaching practice.

What the setting needs to do to improve further

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

- focus more closely on supporting the individual skills and capabilities of older children to help them to make the best progress possible
- embed the newly introduced systems for staff support to help staff strengthen their already good teaching skills.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting and carried out an evaluation of teaching with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the setting's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussion and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders ensure that all staff are well trained in child protection procedures and know what to do should they have concerns about children's welfare. Children are well protected. For example, security measures are robust and include a fingerprint entry system and closed circuit television. This helps to ensure that no unauthorised person can access the setting. Recruitment procedures are rigorous and help to ensure that all staff are suitable to work with children. The manager provides good support and regular training for staff. Overall, this helps them to enhance their knowledge and skills. They have regular meetings to reflect on their practice, which help them to continue to meet children's needs.

Quality of teaching, learning and assessment is good

The well-qualified staff know children well and understand how young children learn. Generally, staff use their skills and knowledge well to plan experiences that ignite children's enthusiasm to learn. Young children develop good speaking skills. Staff introduce new words, such as 'scrunchy', and reinforce the correct pronunciation of words as children excitedly explore sensory toys. Older children develop mathematical awareness. One way staff encourage this is by involving them in a daily baking activity. Children confidently count the number of scoops as they weigh out ingredients. Even the youngest children capably recognise colours. They confidently tell staff the block is red as they build together. Older children particularly enjoy drama and music sessions. They develop strong imagination and creative skills. For example, they delight in pretending to be favourite storybook characters and use animated facial expressions to indicate the character has a toothache.

Personal development, behaviour and welfare are good

Staff reinforce positive hygiene routines and teach children the benefits of making healthy food choices. Lunchtimes are a highly social occasion. Children learn good table manners and social skills. Older children and younger children play harmoniously together. Staff are positive role models. Children's efforts are praised and behaviour is excellent. Children develop a good sense empathy and consideration for others. For example, they participate in many fundraising activities throughout the year and regularly visit elderly people at the local care home.

Outcomes for children are good

Children demonstrate that they thoroughly enjoy their time at the setting. They display a strong sense of belonging and high levels of self-esteem. They are active and confident explorers who lead their own play. For example, resources are all accessible for children to make their own choices. Staff have established strong relationships with local school teachers. This helps to provide consistency for older children who attend both settings. Children are well prepared for their future learning and the eventual move on to school.

Setting details

Unique reference number	EY485428
Local authority	Bradford
Inspection number	1113216
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	1 - 9
Total number of places	20
Number of children on roll	54
Name of registered person	Zandra Hermione Monroe-Cochrane
Registered person unique reference number	RP516075
Date of previous inspection	Not applicable
Telephone number	01943 873514

The Railway Children registered in 2015 and is situated in a converted railway premises in the Menston area of Ilkley, West Yorkshire. There are 13 members of staff that work directly with the children. All staff hold appropriate early years qualifications at level 2 and above, including five who hold qualifications at level 6. The setting opens Monday to Friday, all year round from 7.30am until 6.15pm. The setting provides funded early education for three- and four-year-old children.

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