

Railway Children Day Nursery

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



Inspection date	14 August 2018
Previous inspection date	4 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

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

- Leadership and management are not effective in providing all staff with the support, guidance, coaching and training they need so that they have a good understanding of how to promote children's learning fully.
- Some staff do not use precise assessments to plan activities that support and challenge each child effectively to reach the next stage in their learning.
- The quality of teaching is variable. Some staff do not support younger children in exploring resources and in making marks in different ways.
- The choice of activities is not broad enough to keep all children interested and motivated.

It has the following strengths

- Staff meet children's personal, social and emotional needs well. A gradual settling-in procedure is agreed with parents and this helps children to feel emotionally secure when care in the nursery begins.
- Parents express positive views about the provision. They say that staff create a welcoming atmosphere and their children are happy to attend.
- Children are physically active. Older children learn to manage risks for themselves as they build and climb on equipment, such as tyres and large cable reels.

What the setting needs to do to improve further

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

	Due date
ensure that supervision of staff is successful in providing training, guidance and coaching so that the quality of teaching is consistently good across the staff team and effectively promotes all children's learning	28/09/2018
ensure that all staff use information gained from precise assessments of children's learning to plan challenging activities in order to help all children make best progress.	28/09/2018

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

- improve opportunities for younger children to explore resources, develop their own ideas and make marks in different ways
- extend the choice of activities for children in order to help ignite their interest.

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 manager and discussed teaching methods with her.
- The inspector held meetings with the manager and a representative of the provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management requires improvement

The manager reviews the provision and identifies some areas where improvement could be made. However, supervision of staff is not strong enough to ensure that teaching and planning for the next steps in children's learning are good. Arrangements for safeguarding are effective. Staff are aware of potential risks and minimise these appropriately. They ensure that the premises are secure. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff are aware of the signs of child abuse and their responsibilities to prevent children from being drawn into situations that put them at risk. Staff know the internal and the local referral procedures to follow if they are concerned about a child. Parents are happy with the provision. They are particularly happy that friendly staff care for their children.

Quality of teaching, learning and assessment requires improvement

Some staff do not make good enough use of the information gained from observing children, to plan effectively for every child's learning. Teaching across the staff team is not consistent. For example, activities for two-year-old children that are led or supported by staff do not challenge or capture all children's interest. Staff do not take account of what each child already knows and can do. They provide brushes and green and red paint in a small palette and say to the children that they are going to make book marks. These young children find it difficult to restrict their movements to make marks on the small strips of paper that staff provide. Staff do not offer an alternative creative activity for children who are not interested in this activity. Older children speak confidently with their friends and a staff member while they pretend to make cakes. Staff extend the children's learning effectively. For example, they encourage these older children to write labels for the foods they pretend to make. Staff provide good support as babies progress from communicating through gestures to developing a vocabulary of single words. They provide different opportunities for babies to practise and develop good handling skills.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment. However, the available activities do not keep all children interested and some are not inspiring enough. Children separate from their parents happily. They are settled and confident. Children behave well. Staff promote behaviour expectations well, such as sharing and taking turns. Children gain an understanding of differences and similarities between themselves and others. They develop an understanding of dangers and how to keep themselves safe. For example, they learn about 'safe' adults to approach if they ever get lost. Children learn to manage their self-care needs independently.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, some children do not make as much progress as they can because teaching and activity planning for learning require improvement. Children are safe and happy. They build positive relationships with staff and other children. Older children are learning to link sounds with letters and that information can be obtained from print. Their pencil control is good. Children count while they play and older children compare different weights and sizes.

Setting details

Unique reference number	223656
Local authority	Coventry
Inspection number	10062287
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	36
Number of children on roll	30
Name of registered person	Corry, Penelope June
Registered person unique reference number	RP513740
Date of previous inspection	4 April 2016
Telephone number	02476 421571

Railway Children Day Nursery registered in 1991. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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