

Railway Kindergarten

110 Railway Road, Urmston, Manchester M41 0YD



Inspection date	12 February 2019
Previous inspection date	18 November 2015

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

- Children form close relationships with staff in this small nursery. This supports children's confidence and self-esteem.
- Children behave well. Staff are good role models for children. They support children to be polite, play together and take turns. For example, staff praise children who help to tidy away equipment before lunchtime.
- Staff observe children and track their progress. Most children make good progress and are achieving in line with expectations for their age.
- The leadership team demonstrate a positive commitment to continuous improvement. Systems for self-evaluation are in place which help to identify areas for future development. Recent developments, such as a new soft surface in the outdoor area, have helped to improve the safety of children when playing outdoors.
- Staff do not use a wide range of strategies to fully support children who speak English as an additional language in order to help close gaps in achievement more swiftly.
- The systems for staff supervision and coaching are not precise. This means that staff are not fully supported to develop their practice and teaching is not consistent throughout the nursery.
- Occasionally, staff do not extend the level of challenge in children's learning in order to help them to build on what they already know.

What the setting needs to do to improve further

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

- implement a wider range of strategies to enhance the level of support for children who speak English as an additional language, to help them to develop their understanding of English more rapidly
- enhance the systems for staff supervision and coaching to raise the quality of teaching even further
- provide children with a greater level of challenge during activities to extend their ongoing learning further, particularly for the youngest children who attend.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector carried out joint observations with the manager and observed teaching and learning in all rooms and the outdoor area. She spoke with all staff working in the nursery.
- The inspector spoke with children throughout the day and took account of the views of parents both verbally and in writing.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Wendy Dockerty

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular training and have a clear understanding of the procedures to follow should they have any concerns regarding children's welfare. Written safeguarding policies are in line with current guidance. The manager uses regular questioning to keep staff knowledge up to date. The manager works with the local authority to develop further the nursery provision. She monitors the overall quality of the provision, making changes that have a positive impact on children's progress. There are effective partnerships with external agencies, such as social workers and health visitors. This promotes a two-way flow of information and enables staff to support children's overall development and well-being. The small staff team are known by all children and their parents, who speak highly of the staff and the support they provide. Information regarding children's progress is shared frequently.

Quality of teaching, learning and assessment is good

Staff use children's interests and a range of topics to plan engaging activities. For example, children in the toddler room have shown a keen interest in dinosaurs, which staff use in their planning of motivating activities. Children happily hunt for leaves, sticks, stones and mud outside to create a dinosaur habitat that can be explored indoors. Staff support children's understanding of mathematical concepts, such as comparing 'bigger' or 'smaller' when looking at the items they collect. Babies use shape sorters with focus and concentration, demonstrating their understanding of shape and size. Older children in the pre-school room engage in imaginative play in the doctor's surgery, dressing in uniforms and using pretend stethoscopes to 'listen' to their heart beat. Children enjoy sitting in the cosy reading areas as they listen to stories being read to them and explore books independently. Staff support children's understanding of rhyming words and help them to learn about different animals from the story.

Personal development, behaviour and welfare are good

Staff help children to learn about keeping themselves healthy. For example, staff talk to children about the importance of washing their hands after messy play and before eating in order to remove any germs. All children spend time in the outdoor area, enjoying the fresh air. They enjoy regular opportunities to climb, run, jump and ride on wheeled toys, which promotes their physical development.

Outcomes for children are good

Children learn the key skills they need to move on to the next stage in their development, such as starting school. Children are learning to read their first names and recognise some initial letter sounds. Children's understanding of number, shape and colour are developed through daily activities and discussions. For example, children share what colour cups and plates they have at lunchtime, and talk about the different colours of paint they use. Children develop independence and confidence as they freely choose from the resources available and they learn to put items away when they have finished playing. Children's understanding of diversity is developing as they are encouraged to respect each other and value each other's differences.

Setting details

Unique reference number	EY458243
Local authority	Trafford
Inspection number	10066461
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	22
Number of children on roll	38
Name of registered person	Langford, Margaret
Registered person unique reference number	RP514667
Date of previous inspection	18 November 2015
Telephone number	0161 282 0523

Railway Kindergarten was registered in 2012. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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