

Inspection of Hokey Cokey Playgroup and Railway Children Kids Club

The Railway Children Child Care Centre, Station Approach, Comberton Hill,
KIDDERMINSTER, Worcestershire DY10 1QX

Inspection date: 5 December 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children show sustained levels of engagement as they play and enjoy learning in this safe and relaxed environment. Staff make learning fun. During group time, children listen intently and are interactive. They confidently recognise letters of the alphabet and the sounds they make. Children show a love for books and pre-school children are eager to choose which book will be read by voting for their favourite. Staff promote children's language well during their interactions. For example, staff reinforce body parts and the movements children make during a music and movement session.

Children thoroughly enjoy using their senses as they explore and use the resources available. For example, children talk about the dough they are making and how it changes as they prepare it to make their Christmas decorations. Staff use the local environment extremely well to give children meaningful first-hand experiences. For example, children learn about trains and their history and about people during their visits to the local residential home. Children thoroughly enjoy making marks in a variety of ways and learn to write their names. However, children do not always show the same level of interest in mathematical activities. Staff offer good support and targeted interventions for those children who speak English as an additional language. They include them well during activities.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, there has been the appointment of a new manager and deputy, who are both experienced and keen to build on the good practice already achieved. They lead an enthusiastic staff team, who clearly enjoy the time they spend with children. They offer a well-planned curriculum to help children make good progress from their starting points in preparation for school.
- Staff speak positively about the management team, the support they receive and how their ideas and suggestions are well received and acted upon. They benefit from regular staff supervision and training to keep their knowledge up to date. However, the manager does not often enough observe staff to help them identify precisely how they can raise the quality of their teaching even higher, in particular in mathematics.
- Staff know children well and observe them daily to find out what they enjoy to help plan for their interests. Staff regularly assess children's progress. However, they do not always use this information well enough to help provide the highest levels of challenge for the most-able children in the rooms.
- Parents report high levels of satisfaction. They state staff know their individual children's personalities and interests very well and they are kept well informed about their progress. Staff work effectively with parents to involve them in their children's learning. For example, the book library is popular with parents and

children are keen to take home the nursery teddy bear. Staff use this well to help strengthen the link between nursery and home as children talk about their time with the bear.

- Staff use the changing seasons as a good base to help children learn and to introduce new concepts, ideas and vocabulary. For example, children learn about hibernation, life cycles and growth. Staff place a sharp focus on promoting children's communication and language. They use books extremely well to help reinforce learning and to inspire children's imagination.
- Staff give clear messages to children about living a healthy lifestyle. Children know fresh produce is good for their bodies and about the importance of drinking plenty of water. They benefit from healthy and nutritious meals and are keen to clean their teeth after their lunch. They understand the effects of exercise on their bodies and thoroughly enjoy physical activity.
- Staff help children learn to follow the codes of behaviour that are in place to keep them safe and to help them respect each other. Children are confident in their environment and quickly respond to the shaking of the tambourine when it is time to tidy up. Staff help children to learn about the customs of others and the wider world. For example, staff skilfully use children's experiences of holidays around the world to teach them about transport, countries, currency and traditions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and wider child protection issues to help promote children's welfare. They know the procedures to follow if they have a concern about a child and their safeguarding knowledge is regularly tested. There are effective recruitment and induction procedures in place to ensure staff are suitable to care for children. Staff help children learn about how to keep safe when using the internet. They often use the local railway and help children learn about the dangers and how to keep safe on outings.

What does the setting need to do to improve?

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

- use incisive staff development opportunities to help raise the quality of teaching to the highest level, in particular in extending children's learning in mathematics
- use more sharply the information collated about children's progress to help plan highly challenging activities for the most-able children in the rooms to help them make the very best possible progress.

Setting details

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| Unique reference number | 205431 |
| Local authority | Worcestershire |
| Inspection number | 10115502 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 to 5 |
| Total number of places | 38 |
| Number of children on roll | 42 |
| Name of registered person | The Railway Children Child Care Centre Committee |
| Registered person unique reference number | RP518284 |
| Telephone number | 01562 740182 |
| Date of previous inspection | 30 September 2014 |

Information about this early years setting

Hokey Cokey Playgroup and Railway Children Kids Club registered in 1995. It operates from premises in Kidderminster. It is open five days a week from 7.30am to 6pm, all year round, except bank holidays and one week at Christmas. The nursery employs 14 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 spoke with staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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