

Inspection of The Old Railway House Nursery Limited

15 Station Road, Aldridge, Walsall, West Midlands WS9 0BL

Inspection date: 22 June 2021

| Overall effectiveness | Requires improvement |
|--|-----------------------------|
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Requires improvement |
| Leadership and management | Requires improvement |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision requires improvement

Leaders do not provide equal opportunities to all children. Three-year-old funded children in the outdoor room do not always have access to the same opportunities as children in the pre-school. This includes the days they can attend and the food and drink they are entitled to. Children watch as staff give their friends fruit and drinks when they have something different, which they have brought from home. This does not help them to gain a sense of belonging, and children's emotional security is not supported as well as possible. That said, children are happy and form close bonds with staff.

Overall, children make good progress and gain a wide range of skills that prepare them well for their future learning. They concentrate and are well-motivated to play and make new discoveries. Children have their own ideas and find new ways to complete a task. They decide to push a bicycle over a ramp when they notice the ramp is too narrow to ride the bicycle over safely. They enthusiastically recreate scenes from familiar stories. For example, children decide to build a bridge for the three goats to cross. They choose tree branches to construct a large bridge and balance carefully as they walk across it. Children who are on a 'bear hunt' add their own ideas to the story, such as getting stuck in the mud.

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

- Overall, leaders strive to provide all children with the best learning opportunities at the nursery. However, their arrangements for some funded children are not the same as for other children who attend the nursery. Leaders require funded children in the outdoor classroom to bring in their own food and drinks. They do not give parents of these children the option of having food and drinks provided by the nursery. This does not help all children to gain a sense of belonging when they see their friends having other opportunities. In addition, leaders do not ensure that the nursery is equally accessible to all children. They do not offer the same daily access to the nursery. Some funded children do not have the option to attend the nursery on a Monday.
- Leaders review the quality of the provision and staff practice and identify some areas to develop. For example, they have recently focused on extending the opportunities for children to develop their mathematical knowledge. Leaders support staff and monitor their practice. However, due to the COVID-19 (coronavirus) pandemic, staff have had fewer opportunities for individual professional development to help raise the quality of their teaching further.
- Staff provide parents with detailed summaries of children's achievements and care routines. However, they do not consistently help parents to further support children's learning at home to provide continuity in their learning.
- Staff have high expectations of children and help them learn to manage their

feelings and behaviour effectively. Children have good social skills and invite their friends to join them in their play. Older children show compassion for other children and the conversation flows easily between them. For example, they listen to what others say and contribute to a discussion about the pets they have. Younger children learn to share and take turns. Staff help them to learn that it is not kind to take a toy from another child.

- Staff and leaders monitor children's progress closely. They use their good knowledge of how young children learn to plan exciting and valuable learning experiences. Children receive good-quality learning opportunities throughout the day. Two-year-old children explore a range of circular objects, and staff successfully help them to secure their understanding of the word 'circle'. Babies hunt for objects that have been dropped and can no longer be seen. They learn that objects still exist even when they cannot see them.
- Staff and leaders provide good support for children with special educational needs and/or disabilities. They work closely with other professionals to provide targeted learning support for children who need additional help.
- Staff help children to gain their independence. Children learn to manage their own needs, such as toileting. Staff follow good hygiene routines that support children's health. However, staff do not give children consistent messages about making healthy food and drink choices.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep up to date with their knowledge of safeguarding concerns and train staff to understand their safeguarding policy. Staff know the procedures to follow to report concerns they have about a child to ensure they remain safe. They understand wider issues relating to safeguarding, such as the 'Prevent' duty and extreme views. Staff know how to report any concerns about a colleague. Leaders follow safer recruitment procedures to check the suitability of staff. They ensure that staff complete regular risk assessments so that children are safe. Staff are vigilant about children's safety and supervise them well as they play.

What does the setting need to do to improve?

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

| | Due date |
|--|------------|
| provide equality of opportunity for all children who attend the nursery. | 22/08/2021 |

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

- target precisely the professional development of staff to help them to extend their already good knowledge and understanding of how young children learn
- identify further ways to help parents to support children's continued learning at home
- increase opportunities for children to learn about making healthy decisions about food and drinks.

Setting details

| | |
|--|---|
| Unique reference number | 254447 |
| Local authority | Walsall |
| Inspection number | 10197980 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 35 |
| Number of children on roll | 75 |
| Name of registered person | The Old Railway House Nursery Limited |
| Registered person unique reference number | RP520175 |
| Telephone number | 01922 455755 |
| Date of previous inspection | 13 November 2017 |

Information about this early years setting

The Old Railway House Nursery Limited registered in 1995. It operates from 7.30am to 6pm, Monday to Friday, all year except for bank holidays. The nursery employs 19 members of staff. Of these, 17 hold appropriate early years qualifications from level 3 to level 6. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.
- The inspection was completed following a risk assessment of concerns received relating to equal opportunities.

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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