

Inspection of The Railway Children Playgroup

1a Duncroft Avenue, Gedling, Nottingham, Nottinghamshire NG4 3FY

Inspection date: 2 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show positive relationships with their peers and staff. They wave at their friends through a window when they see them arrive. Children are happy to involve staff in their play and demonstrate good imaginative skills. For example, children pretend to work in a shop and ask staff to pay for items they want to buy. Children play cooperatively with others and learn to share. Children take it in turns to place foam blocks one on top of the other to construct a tower. They laugh together when it falls to the floor.

Children demonstrate that they feel safe as they confidently and independently explore the resources offered. Children show good hand-to-eye coordination. They enthusiastically use spades to scoop up sand to fill buckets. When children tip out the sand, they tell staff that they are making a 'city'. Staff talk to children about other buildings that might be in cities, helping to develop their knowledge further. Children develop their physical abilities. They show good balance and coordination when they ride on tricycles and carefully manoeuvre them around obstacles. Children take calculated risks in their play. For instance, they balance wooden planks one on top of the other and carefully climb up and balance on top of them.

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

- Staff use their good knowledge of children to help provide opportunities to enhance the experiences children receive at home. For example, children borrow books for parents to read to them. This encourages children to develop a love of stories.
- Staff praise children for showing positive behaviour and help them to understand what is expected of them. For example, they say 'good job' when children take it in turns to stack blocks. Staff encourage children to clap their hands to praise themselves when they sing nursery rhymes.
- The special educational needs coordinator supports children with special educational needs and/or disabilities (SEND) very well. She attends relevant training courses that help to increase her confidence and knowledge of how to support children with SEND. She works closely with parents and other professionals to plan targets to support children's individual needs. The special educational needs coordinator understands that it is important for children to follow consistent routines. This also helps all staff to manage children's behaviour effectively.
- Staff observe and assess children's learning. They use the curriculum to extend children's knowledge, for example, to develop their thinking skills. Staff ask children a good range of questions and give them time to respond. This allows children to think and process information before they answer.
- Staff provide opportunities for children to learn sounds that represent letters of

the alphabet. Children repeat the sounds that staff say and some children recognise words that begin with the same sound.

- The manager and staff develop good partnerships with parents. They provide parents with pictures of their children playing and a termly report that shows children's progress. Parents provide positive comments about staff. They say that children 'have a close relationship with staff' and that they provide a 'good range of activities' for children.
- Staff support children to develop their mathematical skills. For instance, when they play alongside children in the sandpit, they use language such as 'big bucket' and 'big sandcastle'. When children stand at the side of a tower of foam blocks, staff ask children if they are 'taller'. Children begin to understand words that describe size.
- The manager and staff support children to be emotionally ready for their move on to school. They invite teachers to meet children in the playgroup. Children have opportunities to interact with and get to know their new teacher.
- Occasionally, during children's play, some staff do not talk to children about what they are doing. For example, when children use containers to scoop and pour water, staff do not introduce language to support children's understanding of what is happening.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of the signs of abuse. This includes how to identify if children are being drawn in to extreme beliefs and behaviours. The manager and staff understand how to respond to and report any concerns regarding children's welfare or safety. The manager checks staff's ongoing suitability to work with children. This helps to keep children safe. Staff demonstrate an awareness of how to provide a safe environment for children. For example, safety gates are across the entrances to certain rooms, including the kitchen. This stops children from accessing these areas in the playgroup unaccompanied.

What does the setting need to do to improve?

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

- strengthen staff's ability to recognise when to introduce language to support children's understanding consistently.

Setting details

Unique reference number	EY561383
Local authority	Nottinghamshire County Council
Inspection number	10194182
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	2 to 3
Total number of places	32
Number of children on roll	39
Name of registered person	The Railway Children (Gedling) Committee
Registered person unique reference number	RP522532
Telephone number	0115 8371220
Date of previous inspection	Not applicable

Information about this early years setting

The Railway Children Playgroup re-registered in 2018 and is in Gedling, Nottingham. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 2. The playgroup opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the playgroup.
- The manager, provider and inspector completed a learning walk together of all areas of the playgroup and discussed how the manager intends to implement the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- Feedback from parents was gathered through discussions and the inspector took account of their views.

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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