

# Inspection of The Railway Children Gidea Park Nursery

The Railway Children Gidea Park Nursery, 2 Station Square, Romford, Essex RM2  
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Inspection date: 15 October 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

All children are welcomed into this unique and homely setting. Staff work closely with parents when children start, and staff get to know children and can soon support their needs. They develop strong and nurturing relationships with the children. Children flourish as they enjoy the home-from-home setting. During the COVID-19 pandemic, the manager kept the setting open to support the needs of the children and their families. Parents queue in a line away from the entrance door, and enter one at a time. The nursery adapts the routines of the provision to ensure children's well-being is supported. Parents value the care the nursery gives, and say that 'the staff are all amazing'. Children develop very trusting bonds with all the staff, who are very friendly and supportive.

Children are enthusiastic and join in with activities. Staff enrich children's love of learning through first-hand opportunities and experiences. Children go on regular walks each week, and attend outings. For instance, they have visited the London Aquarium, the Natural History Museum, the farm and the forest. This promotes their knowledge and understanding of the world. Children collect leaves and conkers, and explore the textures back at the nursery. They consider whether conkers look like coconuts, when they try to describe them. Staff describe 'hedgehogs' to children, and use words such as, 'sharp' and 'prickle'. They explain that hedgehogs prefer to sleep in the day, and children repeat the word 'nocturnal'. Children are very happy in this setting.

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

- Parents are happy with the relaxed atmosphere that the manager and staff create. They praise the staff for their caring attitudes and for the family ethos of the learning environment. Parents say that staff know their children very well.
- Children make good progress from their starting points. They are working at a level typical for their age, and gain the key skills needed for their development. However, at times, staff miss opportunities to further extend their learning.
- Babies benefit from a cosy and stimulating play environment. They are happy, settled and keen to learn. Staff are sensitive to their needs, which fosters security and emotional well-being for the babies. Before sleep time, babies are given a bottle of warm milk, and are checked regularly while they sleep.
- Staff have high expectations for children's behaviour and conduct. They have embedded the rules of the setting, and children play well together, sharing resources and toys. Children enjoy using various colours as they create paintings, and ask if they can take them home to show their family.
- The established key-person system helps to ensure that children are happy and settled. Children have good levels of concentration and form close friendships with their peers. They work as a team in the construction area, and search for

cars to roll down the large wooden ramp.

- The manager uses staff meetings to set group targets. They plan learning around children's development. However, systems for evaluating the quality of education need to be strengthened so that children's interests are always at the heart of the activities.
- Good hygiene procedures are in place. Children wash their hands, and explain why they need to do so. They enjoy eating nutritious food at mealtimes. Children use their fine motor skills to try to cut a pea in half, then observe the pea roll off the dinner table and say 'gone'. Staff talk about foods which keep their teeth healthy and their bodies strong. Children voice their opinions about the best foods to eat, such as yoghurt, water and milk. However, on occasions, children's independence skills are not routinely promoted during their daily routines, for example.
- Children with special educational needs and/or disabilities thrive in this inclusive setting. Staff skilfully adapt activities, deploy specialist resources and attend training to ensure all children are fully included.
- The manager adopts a planned curriculum, and promotes mathematical learning experiences. For example, children benefit from a meaningful counting activity, where they enjoy discussing and learning about butterflies. Children then count the parts of the butterfly's body. They now know that a butterfly has two pairs of wings, two eyes and two feelers. Some children go on to make comparisons of their shapes.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding concerns. They recognise the signs of possible abuse and neglect, and know the steps to take if they are concerned about a child. When recruiting new staff, the manager follows robust procedures. This ensures staff are suitable and have the necessary skills to fulfil their role in the nursery. Children are well supervised as they move between the indoor and outdoor environments. The nursery practises regular fire drills so that children know what to do in case of a fire.

## What does the setting need to do to improve?

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

- ensure that teaching focuses routinely around children's interests
- strengthen children's independence skills more consistently, for instance when putting on their coats, during daily routines and at mealtimes.

## Setting details

<b>Unique reference number</b>	2519393
<b>Local authority</b>	Havering
<b>Inspection number</b>	10204207
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Francomb, Jessica
<b>Registered person unique reference number</b>	2519392
<b>Telephone number</b>	07539350862
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Railway Children Gidea Park Nursery registered in 2019. It is located in the London borough of Havering. The setting operates each weekday from 8am until 6pm, for 51 weeks of the year. The manager holds a suitable early years qualification at level 5.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

## 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 into account in their evaluation of the provider.
- The inspector took part in a learning walk with the manager, and discussed how the curriculum is delivered.
- Members of staff and children were spoken to by the inspector at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A meeting was held between the inspector and the nursery manager.
- The inspector spoke with parents and 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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