

Inspection of The Railway Children

Menston Railway Station, Station Road, Ilkley, West Yorkshire LS29 6JH

Inspection date: 31 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Being outdoors is of high importance at this setting, and children explore their local community, getting muddy and wet. Staff and children enjoy jumping in puddles, exploring their natural world. These experiences allow children to develop their large-muscle skills. Older children experience den making. Children learn how to tie different knots, using a mallet to secure pegs in place.

Children experience awe and wonder as staff cover their legs and feet in sand and tickle their toes. Young children laugh and smile, watching sand fall through the colander onto their bodies. Being imaginative is of high importance with children, and they enjoy role-play activities. For example, when children dress up, they say, 'I'm a witch. I have a wand; I will turn you into a frog.' Children enjoy spending time in the home corner, making 'breakfast' for their peers.

Behaviour and attitudes are good. Staff reward children's positive behaviour through verbal praise. Embedded routines and boundaries help children to feel safe and secure. Staff praise children for sharing and taking turns. Independence develops from an early age, giving children confidence to do things themselves. Parents are positive about the setting, especially the communication they receive about their child's development.

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

- Mathematical language fills the rooms of this calm and comfortable setting. For example, staff use vocabulary such as 'more' and 'less' during mealtimes when children select food and drink. Words, including 'heavier' and 'lighter', are used to challenge children when using real weighing scales and items. Staff use books to develop children's early number skills. They support children's knowledge of sorting and colour matching from a young age.
- Children independently select resources, such as puppets and story spoons, and retell the stories they enjoy. For example, a child selected 'The Colour Monster' box linked to the book, stating how the monster was feeling for each colour. Effective staff interactions deepen children's understanding and are well planned in the pre-school room. However, the quality of staff interactions with younger children is inconsistent. For example, occasionally, toddlers have minimal amounts of interaction with staff during snack time, which does not fully enhance their learning.
- Managers have a clear vision and understanding of the curriculum intent for each room. Importance is placed on developing children's independence, personal, social and emotional skills. Staff have sound knowledge of children's starting points, next steps and interests. This ensures that overall, children reach their full potential.

- Staff enjoy regular support and supervision from managers. Through observations and discussions, staff celebrate successes and focus on areas that need further development. Managers discuss improvements that will support children's development. This in turn promotes positive outcomes for children and high staff morale.
- Effective planning ensures that children develop skills across several areas of learning. For example, through the story 'Jack and the Beanstalk', children learn what a plant needs to grow and then plant their own bean. Staff make good use of questioning to extend children's learning. For example, they ask, 'Why does the plant need sun?' Children engage as learning is enjoyable. This helps them to make good progress.
- Rich opportunities enable children to broaden their knowledge of their local community. For example, children visit their local residential home, bake with the residents, play board games and sing to them. Children also visit their local supermarket, library and delicatessen. Staff plan sessions with the local school, which supports pre-school children to settle quickly when they move on from the setting.
- Children's personal development is a strong focus. For instance, staff encourage children to pour their own water and use tongs to pick up their own lunch. Young children wash their hands after having their nappy changed, which supports their early personal care skills. Small-muscle skills develop through a range of exciting opportunities. For example, children enjoy painting using potato mashers and sponges to make marks on paper.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate they have a clear understanding of the actions they need to take if they have concerns about a member of staff. The manager ensures that staff have up-to-date safeguarding knowledge through termly staff meetings. Robust recruitment practices ensure that suitable people are employed. Managers and staff are confident talking about the signs and indicators of abuse and are clear on the steps they would take if they suspected a child was at risk of harm. They have a good understanding of local authority procedures and of safeguarding issues, such as county lines and the 'Prevent' duty guidance.

What does the setting need to do to improve?

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

- further develop the quality of staff interactions with younger children to ensure that learning experiences are enjoyable, challenging and purposeful and enhance their learning even further.

Setting details

Unique reference number	EY485428
Local authority	Bradford
Inspection number	10280364
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	51
Number of children on roll	51
Name of registered person	Monroe-Cochrane, Zandra Hermione
Registered person unique reference number	RP516075
Telephone number	01943 873514
Date of previous inspection	14 September 2017

Information about this early years setting

The Railway Children registered in 2015 and is situated in a converted railway premises in the Menston area of Ilkley, West Yorkshire. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. There are three apprentices working towards level 2. The setting opens Monday to Friday, all year round, from 7.30am until 6.15pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jen Lyons

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took their views into account.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023