

# Inspection of Railway Children Nursery Treeton

Railway Children Day Care Nursery, Treeton Methodist Hall, Wood Lane, Treeton,  
ROTHERHAM, South Yorkshire S60 5QU

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Inspection date: 3 May 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### The provision is inadequate

Staff have a poor knowledge and understanding of how to safeguard children. Children's safety and well-being are compromised at the nursery. Leaders and staff have a weak understanding of how to assess risks. For example, in the unused baby area outside, the gate is broken and nails are exposed. However, these risk have not been removed. In addition, children have access to weeds that have prickles and stinging nettles.

Staff do not have sufficient knowledge of how young children learn. Children do not receive challenging experiences to extend their learning in this nursery. This means that children do not benefit from effective, individualised learning. Consequently, the poor curriculum causes children to become disengaged. The manager and staff are not able to demonstrate that the required progress check for children between the age of two and three years is completed for all children, especially those who join the setting nearer to the age of three years. Children, including those with special educational needs and/or disabilities (SEND), do not make good enough progress in readiness for school.

Despite weaknesses in the key-person system, babies receive cuddles as they are being fed. Toddlers take part in guessing games and older children clap along to songs and rhymes at group time. Some children are confident, behave well and follow instructions. However, staff are not deployed appropriately to support the individual needs and behaviour of children with SEND. These children run around the corridor, hide under empty activity trays, and drink the coloured water containing glitter from the water tray.

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

- The current leadership team and staff find it difficult to recognise significant weaknesses across the nursery. Furthermore, leaders and staff do not always fulfil the requirements of their roles to keep children safe. They do not address risks to children within a nursery environment appropriately.
- Children's learning and development is significantly compromised. Progress checks for some children have not been carried out. Staff undertake observations and make assessments of children's learning. However, staff are not able to identify the learning intent for each child. Staff do not have a grasp of how to deliver a sequenced curriculum. Age-appropriate and meaningful activities are not in place to challenge children in their learning. During activities, children become bored and wander round looking for things to occupy them.
- The key-person system is not good enough in consistently addressing all children's individual needs. Two staff share large numbers of key children. Other staff have a poor knowledge of the children in the area they are working in. This

means children's care is not tailored to meet their individual needs and support their emotional security.

- Some staff do not know how to interact with children appropriately to build on their learning. Staff talk among themselves, deciding arrangements for their own lunchtimes and agreeing who will look after certain children in the afternoon. Some quieter children are ignored or play alone for long periods of time. As a result, all children, including those with (SEND), do not receive consistent learning opportunities and do not make the best possible progress.
- Staff do not support all children to behave well or understand boundaries. Staff pull children away from the water tray to stop them splashing and making a mess of the other toys. Furthermore, children run round the setting and down the corridor towards the office, being chased by staff to bring them back to the pre-school area. This causes disruption to the setting and does not promote children's social skills.
- Children with SEND have been referred to the appropriate authorities and plans are in place for their care and learning. However, the special educational needs coordinator (SENCo) recently left the nursery and the temporary measure in place does not ensure the plans in place for these children are actioned. This means that children who require additional support are at risk of falling further behind.
- Staff deployment is poor. For example, babies who are sleeping are left alone for periods of time, not in the sight or hearing of any staff. Staff working in the baby area rely on staff working in the pre-school area to check on the sleeping children. This means babies' safety is not assured.
- On the day of the inspection, the manager was not scheduled to work until 10am and the named deputy manager was on annual leave. When asked, staff do not know who the named deputy in the manager's or deputy manager's absence is. Therefore, there was no individual in charge of the nursery at certain times.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff have received safeguarding training some staff do not demonstrate an understanding of the indicators of some types of abuse. They are not clear where to refer child protection concerns to externally. In addition, staff, including the designated safeguarding lead, are not familiar with the procedures to follow in the event of an allegation against a member of staff. They are not up to date with current child protection legislation. The pre-school room has a broken window that has been covered by a black sack and after a water leak some time ago the flooring has been cut away and not covered appropriately. In addition, the fire escape route is cluttered with discarded resources, rubbish bins and a climbing frame. Furthermore, although the keys to the fire escape gate are hung by the door, staff may not have access to them in the event of a fire and the gate is locked while children are at the setting. These weaknesses do not promote children's safety and well-being.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that staff have an up-to-date knowledge and understanding of child protection, including how to recognise all types of abuse and the correct procedure to follow if they have a concern about a child or a concern about a colleague harming children	22/05/2023
improve staff knowledge and understanding of the guidance and procedures of the relevant local safeguarding children partnership and the 'Prevent duty guidance for England and Wales'	22/05/2023
improve all staff's knowledge of risk assessment procedures to identify and remove hazards to ensure children are not exposed to risks within the environment	22/05/2023
ensure that the key-person system is effective and staff have appropriate interactions with children in order to help ensure that every child's care and learning meets their individual needs	22/07/2023
ensure children's behaviour is managed appropriately and they are supported to understand what is expected of them	22/07/2023
ensure there is robust SENCo support in place and educational plans are actioned in order to support children with SEND to reach their full potential	22/07/2023

ensure staff are deployed appropriately in order to ensure the safety of sleeping babies	22/05/2023
ensure there is a manager or a named deputy taking charge of the nursery at all times.	22/05/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that processes of assessment are enhanced and staff understand children's level of achievement, so staff can plan and deliver a clear curriculum of activities that consistently challenge and motivate all children to learn so that they achieve their full potential	22/09/2023
ensure that the progress check for children between the ages of two and three years is carried out for each child and shared with their parents.	22/09/2023

## Setting details

<b>Unique reference number</b>	EY421451
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10287634
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Railway Children Day Care Limited
<b>Registered person unique reference number</b>	RP901725
<b>Telephone number</b>	0114 2690013
<b>Date of previous inspection</b>	20 June 2018

## Information about this early years setting

Railway Children Nursery Treeton registered in 2010. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Opening hours are from 7.30 am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and a member of staff completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to several parents during the inspection 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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