

Inspection of Railway Children Nursery

The Station Masters House, 61 Station Road, KETTERING, Northamptonshire NN15 7HJ

Inspection date: 3 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The welcoming staff support children to feel happy and secure at this friendly nursery. Children form secure attachments with the staff, who know children's interests well. Staff provide cuddles and reassurance for babies as they look at books and sing songs together. Staff support older children to consider each other and work together as they use cushions and blankets to make a pretend bed for their teddies. Staff enthusiastically read stories with puppets, and toddlers laugh as they listen. Staff provide a varied curriculum, with a focus on physical activity both inside and out. For example, when toddlers want to practise large-muscle movements, staff encourage them to shake, jog, stretch and dance to music.

Staff support older children in smaller groups to learn early literacy, such as phonics songs. Children practise writing on the board outside, and they recognise and name letter sounds, demonstrating that they remember what they have learned. Staff teach children early mathematics skills. For example, children talk about measuring the water as they fill tubes and pipes in the garden. Staff support older children to learn about growing. Children set tomato plants in pots. Staff talk about the long roots and how to help the plants to grow.

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

- The manager has a clear vision and offers a varied curriculum. She emphasises promoting children's curiosity and outdoor learning. For example, staff support children with their physical development. Babies practise their first steps as they hold staffs' hands to explore the garden. Staff encourage toddlers to practise their physical skills as they run and stomp in the garden. They pretend that a character from the book that they are looking at is chasing them. The manager uses extra funding to ensure that children with special educational needs and/or disabilities are well supported.
- Staff support babies to strengthen their hand-eye coordination. Babies help lift the flaps on a book and explore craft materials. Babies make marks with paint dabbers. However, staff interrupt babies who are engaged in play elsewhere to join in with the craft activity. Staff do not recognise when to allow time for babies to explore their own purposeful play that is matched to their interests.
- Staff promote children's emotional health and swiftly recognise children who may need help. When children arrive, they can select an emotion face. Staff use this information and talk to children about how they are feeling. Older children learn to work together as staff help them to mix sand in containers to make pretend porridge.
- Staff support children to do things for themselves. For example, babies find their shoes and point to their coat to get ready to go outside. Older children roll up their sleeves before washing their hands for lunch, and they pour their own milk

and select their own cutlery.

- Staff provide choices for children, such as to play inside or out. As a result, children are highly engaged and motivated in their learning and behave well. Children listen to staff instructions to put toys away at tidy-up time. Staff encourage children to line up and wait to wash their hands. They remind them to use good manners, such as not speaking with food in their mouth.
- The manager reflects on the staff's practice. She spends time directly alongside the children and staff to observe staff interactions. Staff meet to discuss and consider new practice ideas and state that they feel well supported by the manager. The manager provides staff training and guidance to ensure ongoing improvement. For example, she recently supported staff to learn about higher-quality interactions for babies.
- Parents speak highly of the nursery and state that they feel supported, involved and informed. For example, staff ask parents to share videos on children's experiences from home. They use this information to plan activities around children's interests and enhance conversations with the children. Staff communicate with parents online and face to face. They meet to discuss children's learning and their next steps.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and know what signs of abuse to look for. They know the procedures to follow if they have a concern regarding a child's well-being. Staff are aware of safeguarding issues, such as female genital mutilation and radicalisation. Staff attend regular training to keep their safeguarding knowledge up to date. Robust recruitment and induction procedures are in place to ensure staff are suitable to carry out their roles. Children are well supervised in both the indoor and outdoor environments to ensure they remain safe.

What does the setting need to do to improve?

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

- strengthen the support for staff to recognise when to allow time for babies to explore purposeful play, matched to babies' interests and what they need to learn next.

Setting details

Unique reference number	EY342183
Local authority	North Northamptonshire
Inspection number	10280104
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	37
Number of children on roll	71
Name of registered person	Railway Children Nursery Limited
Registered person unique reference number	RP906978
Telephone number	01536 522377
Date of previous inspection	14 September 2017

Information about this early years setting

Railway Children Nursery registered in 2006. The nursery is located in Kettering. The nursery is open each weekday, from 8am until 6pm, throughout the year, with the exception of a week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. There are 13 members of staff. Of these, ten hold appropriate early years qualifications at level 3 and two at level 2. The manager holds a level 6 qualification.

Information about this inspection

Inspector

Caroline Winterton

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 account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 a sensory and communication activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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