

Inspection of The Railway Children Upminster

17 Station Road, Upminster RM14 2SJ

Inspection date: 22 March 2024

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

This setting is a calm and happy place. Children show that they feel safe as they separate from their parents with ease and eagerly engage in the environment. Staff meet children at the door with a warm welcome. Children's independence is highly promoted from the start as they are encouraged to hang up their own coats and bags. Children have a buffet-style breakfast where they can help themselves and are encouraged to self-serve and pour their own water. This allows children to develop independence and learn to follow routines.

Staff set up stimulating environments and initiate conversation with children, promoting early language. For example, staff use their imagination while joining in with children's role play, opening conversations with children about toilet training or their experiences with babies. Children have good relationships with staff. For example, younger babies enjoy a cuddle for reassurance with a familiar adult. This means that, when they are ready, children can explore their environment confidently and receive good support to help them to regulate their emotions. Older children develop into good role models for younger children, such as when eating their lunch with them.

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

- Leaders continuously strive for improvement of the setting. They have recently embraced the 'Hygge' approach by making some changes to their environment to promote a calm and nurturing atmosphere, supported by staff. For example, they realised the lighting of the setting was very bright and changed to fairy lights for a calmer effect. They embrace a home-from-home feeling with neutral colours and resources.
- Leaders work closely with staff, meeting regularly and giving constructive feedback. Staff say that they feel supported, and many of them have taken on training to improve their knowledge of child development. Staff are able to speak about how they have implemented recent training, such as 'emotions and feelings' training. They have introduced resources such as 'emotion beanbags' to support children in their learning.
- Staff are good role models to children. They engage in play alongside them and initiate meaningful conversations. For example, staff engage in sports lessons alongside the children, encouraging participation with great enthusiasm. Staff are knowledgeable about their environment and the activities they have set up. The quality of education is good. However, some staff are slightly less confident in accessing and developing children's individual learning needs to plan effectively.
- Parents speak highly of the setting and many families have had older siblings attend. They say their children really enjoy attending. Parents spoke to the

inspector about the great relationship their children have with their key person and how helpful leaders are. Parents receive feedback about their child in everyday activities and their overall development. Parents appreciate the outings the staff take their children on. They described how much their children have gained from experiences such as visiting a local fire station.

- Leaders and staff plan different outings, extra-curricular activities and trips for all children. They ensure that all children have access to outings. However, some staff are not fully confident in implementing everyday routines and activities to ensure that all children's needs are met and well cared for, to further encourage positive outcomes for children.
- Children are learning about healthy lifestyles. They enjoy freshly prepared meals that cater for individual needs. Children are currently planting seeds to grow their own produce for the catering team. Children assess their own risks when using a range of tools to cut with. They learn about different fruit and vegetables and then pretend to feed their dolls.
- Children are exposed to rich language opportunities. For example, staff question children to engage them in conversation. Staff caring for younger babies are constantly singing songs to focus children's learning and develop their language skills. During a story time, staff use great passion and emphasis extending children's vocabulary and engaging them in the story. This builds on children's love of learning through books, and they often bring the staff books so that they can read to them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to understand how to access children's progress and identify next steps in learning to help them plan effectively to meet children's individual needs in order for them to make better progress
- strengthen opportunities for developing staff's confidence in implementing everyday routines and activities to continue to ensure that children's needs are met and well cared for.

Setting details

Unique reference number	2649496
Local authority	Havering
Inspection number	10332938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	55
Name of registered person	Francomb, Jessica
Registered person unique reference number	2519392
Telephone number	07539350862
Date of previous inspection	Not applicable

Information about this early years setting

The Railway Children Upminster registered in 2021 and is located in Upminster. The setting employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or level 3, one holds a level 5 qualification, and one holds a level 6 qualification. The setting is open Monday to Friday from 8am to 6.30pm, all year round except for bank holidays and a week in December. It offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors, outdoors and on an outing, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities 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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