

Inspection of Railway Children Nursery Elsecar

Building 13, Elsecar Heritage Centre, Wath Road, Elsecar, BARNSELEY, South
Yorkshire S74 8HJ

Inspection date: 7 January 2025

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

The provision is good

Staff place a good focus on developing children's communication, language and literacy skills. They read frequently to all children in the nursery. Babies show their early independence and small-muscle development as they open and close flaps in books. They show what they already know and remember. For example, babies recognise the monkey in the story and the cow on the jigsaw puzzle and make the corresponding animals sounds. Two-year-old children choose which story they would like staff to read to them, showing how their views matter. They learn about direction, such as left and right, as staff model these actions alongside words. Children from the age of two sing songs that help to draw their attention to changes in amounts. Two-year-old children show their early mathematical development. For example, when one is taken away from a group of five, they call out 'four' without the need to count.

All children show a positive attitude to their play and learning and behave very well. They leave their parents with ease and show how they feel safe in the care of kind and nurturing staff. Older children engage in play with flour to make 'snow people'. They use their hands to mix the ingredients together. Staff consider how the curriculum supports children to have the skills they will need for their move on to school when the time comes.

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

- Since the last inspection, leaders have held themselves to account for the standard of practice. They immediately implemented a very clear and ambitious plan to raise the quality of education and care for all children. Leaders and staff sought support from local authority advisors and have worked collaboratively to implement very positive change to benefit all children.
- The curriculum is planned and sequenced. It builds on what children already know and can do. Staff use a mix of child-initiated and adult-led play. Children demonstrate through all age ranges what they have been taught and remember. The curriculum supports children to build sufficient knowledge and skills for their future learning.
- Staff understand the importance of supporting all children through periods of transition, including the move on to school. Staff plan group-time activities very well for older children, who enjoy songs that incorporate numbers and mathematical concepts. For example, they sing 'Five Little Speckled Frogs', with one child leaving the group after each verse to wash their hands before lunch to mimic the song having one fewer 'speckled frog'. Staff consider children's emotional well-being as well as ways to enhance their mathematical learning during times of change.
- Staff support children with special educational needs and/or disabilities (SEND)

and those on the pathway to diagnosis well. Individualised educational plans are in place. Children with SEND show their development using one word alongside signs and actions when communicating with staff. Funding is used well. For example, leaders purchase waterproof clothing so that all children can enjoy outdoor play in all weather.

- Older children demonstrate their very good communication and language skills. For example, they listen intently to correctly guess the animal or object that is described to them by staff. Older children show their eagerness to take part as they hold up their hand to answer questions, saying 'me, me' and 'I know'. Staff describe shape as part of this play, such as a circle. Older children find the same shape in the environment confidently. When asked, they also identify objects that are triangular, such as the bunting hanging in the room.
- The key-person system is effective. Staff without key-person responsibilities work permanently in the same room so that they know children well. Supervision arrangements are in place for all staff. Staff report how they are happy in their role and how leaders consider their well-being effectively. They receive training, and many are working towards a recognised childcare qualification. Leaders have implemented ways to monitor staff practice to ensure that all staff consistently deliver high-quality interactions to all children. However, these ways of monitoring are still in their infancy.
- Parents speak and write positively about staff. They report about the changes they have seen in their child since attending the nursery, for example their child's love of books, and their social, imaginative and mathematical development. Parents' evening is arranged twice a year so that children's progress can be shared. However, children's next steps are not consistently shared with parents. This would help extend their child's learning at home even further.

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:

- consider ways to share children's next steps in learning more regularly with all parents to help enhance the continuity of development at home
- continue to monitor staff's practice to help ensure consistent high-quality interactions for all children.

Setting details

Unique reference number	EY342254
Local authority	Barnsley
Inspection number	10368999
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	1 to 4
Total number of places	54
Number of children on roll	61
Name of registered person	Railway Children Day Care Limited
Registered person unique reference number	RP901725
Telephone number	01226 744 440
Date of previous inspection	9 August 2024

Information about this early years setting

Railway Children Nursery Elsecar registered in 2006 and is located in Barnsley. The nursery employs 16 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 2 or above, including one member of staff who is qualified at level 6. Six are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided indoors and assessed the impact that this has on the children's learning.

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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