

# RAF Boulmer Nursery School

Inspection report for early years provision

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**Unique reference number** 301768  
**Inspection date** 23/04/2009  
**Inspector** Marian Thomas

**Setting address** Longhoughton C of E School, Lacey Street, Longhoughton,  
Alnwick, Northumberland, NE66 3AJ

**Telephone number** 01665 577808

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

RAF Boulmer Nursery School is managed by the Trustees of RAF Boulmer Pre-school group. It opened in 1986 and was re-registered to the current premises in 1996. The nursery operates from a modular building which is sited in the grounds of Longhoughton C of E School in Alnwick, Northumberland. There are no issues which may hinder access to the premises. Children who attend come from local and surrounding areas. There is a high percentage of RAF personnel and their families in the community. A maximum of 68 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 12 years. The group is open from 07.30 to 18.00 for all year wrap around care.

There are currently 78 children on roll of these 57 are under eight years and of these 57 are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There is a manager and two deputy managers who are appropriately qualified. There are seven other regular members of staff. All of whom hold childcare qualifications. Students and parent volunteers are welcomed into the setting. The nursery has strong links with the school, is part of the school liaison project and also gains support from a local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting recognises the unique needs of each child who attends. Because of this, including every child is a priority to the management and staff of the setting and this is reflected in the way in which children's learning and development needs are met. Parents say that the setting is a safe and very happy place to which their children enjoy coming. The setting works very closely with the host school and information on children's progress in learning are shared. Policies and procedures are currently being updated to fully reflect the Early Years Foundation Stage requirements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue updating all policies and procedures to ensure they are fully in line with Early Years Foundation Stage
- ensure all indoor spaces that children have access to are safe, particularly with regards to the kitchen door.

## **The leadership and management of the early years provision**

The manager of the setting is exceptionally well aware of the strengths and areas for development of this setting and with the support of the management committee work very hard to recruit and retain high quality staff. As a result children's learning and development needs are very well met. Records, policies and procedures required for safe and efficient management of the Early years Foundation Stage are effectively kept. However, these are currently being updated to ensure they fully reflect the Early Years Foundation Stage requirements. All new policies are written by the setting manager and agreed by the active management committee. This effective partnership work ensures that the needs of all children are met. All adults looking after children undergo rigorous checks and hold suitable qualifications. Resources, including staff, are well deployed and all adults in the setting strive for improvement to provide high quality care and education for the benefit of all children. The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good. However, although children are constantly supervised in the kitchen area the doors pose a small risk to children trapping their fingers.

Provision and outcomes for the children's learning and development are very well monitored by the setting manager through regular quality checks and self-assessment. This has led to clear identification of targets for further improvement. Recent training undertaken by the manager has helped promote a highly effective level of self-evaluation. As such, the setting has a very good capacity to continue to improve under the current leadership and management. The recommendations made at the last inspection have been fully met.

Inclusive practice is excellent and is very well promoted so that all children have their welfare needs met and achieve well, regardless of their background. The setting has very strong links with parents and carers who recognise the happy atmosphere and feel that the setting offers a safe, secure and well organised environment that their children enjoy coming to. Parents feel very welcomed at the setting and their views are highly valued. For example, parents have been actively involved in revising the setting's brochure. Parents feel that the setting communicates very well with them by informing them of their child's progress.

## **The quality and standards of the early years provision**

Setting staff work very hard to ensure children really enjoy themselves when they come to the provision. This is reflected in children's attitudes and comments. For example, very young children say 'I love playing with the garage, I can mend all the cars!'. Staff ensure children come into a calm and welcoming atmosphere when they arrive at the setting and always join children in their play. This ensures positive relationships with all children. The strength of these relationships is very evident by the speed at which new children settle. This is supported by parents' comments, such as 'My child settled much faster than I ever expected and leaves me happily each morning'. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Making their own choices

helps them to develop good independence skills.

Children's curiosity and questioning skills are very well developed through access to quality learning challenges. These are very well linked to the Early Years Foundation Stage and ensure continuity of learning when children move on to school. Outdoor provision for learning is very good and children particularly enjoy playing on the school adventure playground facility. Children behave very well in the calm and friendly atmosphere created for them and happily play with each other. A positive behaviour policy is in place, which all children recognise. Children are polite, share resources, take turns and are very considerate towards each other. For example, young children work closely together on the computer, one operating the mouse the other the key board. These high personal standards are reinforced by the manner in which adults respond to each other and to the children.

Active learning is very well promoted within the safe and secure setting through the diverse range of activities. This helps the children in the setting to develop excellent learning skills which directly contribute to their future economic well-being. The importance of healthy eating is very well established and children are served food which they help to prepare and are actively encouraged to try new tastes and experiences. They are aware of the importance of washing their hands before eating to reduce the spread of infection. Children enjoy active play outside particularly when they are helped to climb on the climbing frame and this helps to develop their balance and physical fitness. Adults teach children to behave in ways that are safe for themselves and others through discussions about behaviour rules, caring for younger children and taking care on outside equipment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met