

Benson Children and Families Services

Royal Air Force, Benson, WALLINGFORD, Oxfordshire, OX10 6AA

Inspection date	15/05/2014
Previous inspection date	25/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy a wide range of good quality educational experiences both inside and outside in a stimulating environment.
- Close relationships between staff and children result in a positive emotional environment where children feel safe.
- Parents speak highly of the nursery and are encouraged to participate in their child's learning.
- Strong leadership and reflective practice have resulted in positive changes in the quality of provision over time.

It is not yet outstanding because

- Opportunities for children to further develop creativity, writing and communication skills are limited during indoor role play experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children, parents, staff and the manager.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

Full report

Information about the setting

Benson Children and Families Services is one of 46 provisions run by 4 Children. It registered in 2013. It operates from purpose-built premises at RAF Benson, Oxfordshire. The accommodation provides five base rooms and related facilities. There is a fully enclosed area on both sides of the nursery, which is available for outdoor play. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 97 children between the ages of birth and 11 years on roll, of whom 79 are in the early years age group. The provision operates on weekdays from 7.30am until 5.30pm all year, with the exception of bank holidays and a week at Christmas. It is in receipt of funding for the provision of free early education for children aged three and four years. The provision employs 16 staff of whom ten hold relevant early years qualifications at level 3 or above. The manager holds a Foundation Degree in Early Years and Education.

What the setting needs to do to improve further

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

- enhance the indoor role play provision to provide greater opportunities for children to develop their imagination, communication skills and writing in meaningful situations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children at the nursery make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Opportunities for children to learn from a broad range of experiences outside are particularly well catered for. Staff demonstrate a confident knowledge and understanding of their own key children and are effective in supporting them to progress well in all areas. Staff make accurate judgements about children's learning, they carry out the progress check for two year olds to identify and address any areas of development for these children. Planning results from close observation, responding to children's individual interests and involves parental contributions. As a result, activities are provided that enable children to make good progress in their learning.

The environment offers children ample opportunities to engage in a broad range of learning experiences across all areas which develop the skills that will support them as they move to school. The nursery is equipped with a wide variety of resources which are matched to the ages and stages of children. There is a strong emphasis on children being

able to choose their own resources, which are positioned at a good height. This means that children are able to select what they want to play with independently resulting in high levels of concentration and enjoyment. Children are surrounded with images, letters and numbers which provide them with good models to fully support their learning.

Staff provide a good balance of experiences that children choose for themselves and those led by adults. Staff teach children to learn about numbers and shapes as they play with dough making three dimensional shapes. They introduce accurate mathematical vocabulary such as taller and longer as they encourage children to solve problems when creating structures. Activities like this provide children with rich opportunities to extend their communication skills and to learn basic mathematical concepts. Children are developing an enjoyment of literature as adults read a range of stories to them. Older children enjoy listening to stories about pirates which they have brought from home. Children comment on other stories which are written by favourite authors and describe what they like about the books. Younger children hear familiar stories and nursery rhymes which staff bring to life with the use of visual props. Children are fully focused as staff sing about 'Five little men in a flying saucer,' encouraging babies with sounds and actions. Children are learning early writing skills. Younger children make marks in foam, forming patterns and older children use a variety of resources such as chalks and pens to begin to write their names and form letters.

Children are encouraged to develop their imaginations as they create pictures exploring printing techniques. Artwork is celebrated throughout the nursery as all rooms carefully display individual children's creations for example of pictures of children's favourite fruits. There is a newly developed 'mud kitchen' outside which provides children with excellent opportunities to engage in role play and be creative. They use real utensils such as pots, pans and measuring jugs to make their own mixtures. Role play experiences for children inside however are less well developed offering children fewer opportunities to develop their imagination, writing and communication skills in meaningful situations. Opportunities for children to be musical are available in many areas. Young children play with electronic instruments listening to the sounds and colours and older children make music outside exploring sounds from pots and pans. Staff regularly sing nursery rhymes which supports children's knowledge of words, rhymes and sounds.

Staff teach children about the natural world and fully promote children's understanding of living things. Children learn about insects as they dig in earth discussing what the worms and maggots they find. They explore the large grassed area blowing dandelions and collecting daisies; adults support this learning as they explain what the plants are. Children learn about the care of animals as they help to look after Gary the snail and the nursery rabbit. They plant crops in the outside garden and help with watering discussing what is needed to make plants grow. Inside children grow sunflowers and cress and measure how much the plants change. Staff take children on local walks to the woods and park to explore nature first hand.

The contribution of the early years provision to the well-being of children

Staff operate an effective key person system which results in children feeling safe and secure. Children are very well behaved, following the clear '5 golden rules' that are visually displayed and discussed in the classrooms. Children develop a firm sense of belonging as they build strong relationships with adults whilst experiencing familiar routines. Staff praise children's efforts providing opportunities for their confidence and self-esteem to grow. Children co-operate and demonstrate positive attitudes to each other. Staff teach children to share and take turns. For example as the youngest children play with push along equipment they are offered alternative toys when two children want the same buggy. Older children demonstrate a mature understanding of fairness as they pass food around during lunch sharing out the meal.

There is a thorough settling -in process so that children are fully supported as they start and then move around the nursery. Parents spend time in discussion with the child's key person and are able to stay and support their child as they settle. Parents comment that their children settle very quickly into the nursery. Thorough observations are carried out when children move from one room to another and settling in visits support children to get ready for new changes. Children's personal, social and emotional development is strong because they are supported to develop close and warm relationships, which results in children feeling secure and settled.

Children are learning about a healthy lifestyle as they are encouraged to eat balanced meals and snacks which are cooked on the premises. Children enjoy a nutritious lunch which they serve themselves. Older children are able to talk about the range of food they eat but know that vegetables and fruit are good for you. Staff are vigilant in ensuring children drink water regularly. After playing outside in the heat children rest and drink water. Older children pour their own drinks and the youngest children have photos on water bottles for easy recognition. Snack consists of a wide range of fruit and healthy eating is promoted through discussion as well as in displays and projects throughout the nursery. Children are encouraged to keep a food diary at home to compare what they eat with 'Six dinner Sid.'

Children are developing good habits in relation to physical exercise and fresh air. All children have regular opportunities to go outside in all weathers and there is protection from sun and rain. During the hot weather staff are vigilant at protecting children against the effects of the sun by ensuring children wear hats, drink water and use sun cream. Younger children move freely outside, engaging in physical activities and when required adults support them with challenges such as negotiating spaces and stepping up and down ramps. Older children experience a good degree of risk and challenge outside as they balance along tyres and confidently climb and slide on the large apparatus. All children learn to balance and pedal on equipment which is suited to their stage of development.

The nursery is clean bright and welcoming. Good hygiene standards are fully maintained in all rooms and staff follow clear systems to prevent infection. Children regularly wash their hands before eating and staff teach children about the need to use warm water, soap and to dry thoroughly. Children respond to questions saying that they need to wash hands to stop them from getting ill. Newly refurbished toilet areas provide lower level sinks for children which supports greater independence. Nappy changing procedures are robust with thorough standards in cleanliness. Staff use gloves and aprons and thoroughly

disinfect mats in between nappy changes. Safe systems for example the types of cloths used for different cleaning activities ensure that cross contamination is minimised.

The effectiveness of the leadership and management of the early years provision

Children at the nursery are safe and well protected. The manager and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements. Robust systems are in place to check the suitability of staff to work with children. Staff have received appropriate training on paediatric first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are also aware of what actions to take if they have safeguarding concerns about colleagues.

Management is effective in ensuring thorough health and safety practices are routinely carried out. Staff record information and share this with parents when children have accidents. Fire evacuation drills are practised monthly and risk assessments are carried out at the start and the end of each day to ensure the on-going safety and security of the premises. Daily registers are taken and record the times that children start and finish. Parents come into the room and there is a 'formal' handover where the key person discusses the child's care and learning that has taken place during the day. All staff are aware of the minimum ratios needed to ensure children are effectively supervised and ensure that these are maintained. There is a good range of policies, procedures and documentation to enable staff to meet the requirements of the Early Years Foundation Stage.

The manager has a good overview of children's learning and development and monitors the provision and staff well. Systems for ongoing self-evaluation are effective and they help to identify a clear plan for future improvements. The management and staff reflect on their practice through their own self-evaluation. They identify areas for action, for example the development of a forest school approach and the training of a forest school teacher. The nursery has recently undergone a period of change in relation to staffing. The new manager and new staff are well qualified and have been effective in creating many changes, identifying areas for improvement. Close monitoring of teaching and learning, tracking children's progress and purchasing resources that reflect a wider diverse society are all areas that the manager has addressed. Parents comment that the new manager is very approachable and is 'driving things forward.'

Staff strongly encourage parents to work in partnership with them to support their children's learning and parents report that they are happy with the regular flow of information they receive. The nursery actively offers parents ideas and suggestions about what they might do to engage their children at home and help with learning. A 'Try this at home' board offers creative and mathematical ideas that are fun and informative. Parents and staff record information in a daily 'to and fro' book and they receive daily verbal feedback at an end of day handover. Parents are given 'WOW vouchers' where they tell

the nursery about children's successes and achievements. A new parent's forum has just been established and a secure Facebook page enables the nursery to inform parents of daily events. Parents comment that there is a lot of involvement with staff and they are kept well informed of their child's progress through written reports.

There are good links between the nursery and the local community, including the local primary school. A 'Getting ready to start school' display shows photos of the school, staff and classrooms that the children will move to. This, alongside visits and discussion supports older children when they go onto their next stage of learning. The setting has engaged effectively with the local authority advisor and the 4 Children management team and this has helped to drive standards up.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY461584
Local authority	Oxfordshire
Inspection number	971860
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	97
Name of provider	4 Children
Date of previous inspection	25/10/2013
Telephone number	01132709006

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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