

RAF Coningsby Nursery Centre and Kids Club

Buildings 419 and 322, Clinton Park, Tattershall, LINCOLN, LN4 4QZ



Inspection date

28 January 2016

Previous inspection date

16 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Settling-in procedures are effective in supporting children's emotional well-being. Children form strong relationships with staff, who provide support when children move from room to room in the nursery.
- The quality of teaching is good. The well-qualified staff team supports all children's learning effectively. Children in receipt of early education funding make good progress, especially in their communication and language skills.
- Staff are knowledgeable about child protection procedures. Relevant contact numbers are printed onto the back of staff identification cards. This enables staff to immediately access this information should they need to take action to protect a child.
- Partnership with parents is good. Clear information is exchanged between staff and parents, enabling everyone to contribute to children's care, learning and development.

It is not yet outstanding because:

- Clear processes for performance management and the supervision of staff are in place. However, the highly qualified management team does not critically evaluate staff's teaching skills enough to develop their practice to an outstanding level.
- Staff do not make best use of information gained from observations when planning for children's next steps in learning. This means activities are not challenging enough to promote consistently rapid progress in their learning.
- Staff work closely with other providers, sharing information to support children's continuity of care and learning. However, the information sharing is not as effective for younger children attending the out-of-school club.

What the setting needs to do to improve further

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

- build on the current arrangements for performance management of staff to drive the quality of teaching to an outstanding level
- make more use of the information gained from observations to plan highly challenging and targeted activities to support each child to achieve to the highest level
- find ways to share more information with schools to further support children's skills in the out-of-school club.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors completed joint observations with deputy managers.
- The inspectors held a meeting with the nursery management team. They looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Melanie Arnold / Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The nursery is led by a management team, who have defined roles and responsibilities for overseeing its running. The management team is well aware of the nursery's strengths and areas for further development. They involve staff and parents in the process of evaluating the nursery. This means that a wide range of views is taken account of when setting clear targets for continuous improvement. Arrangements for safeguarding are effective. The nursery is securely maintained and risk assessments are implemented so that potential hazards are identified and minimised in all areas. Staff work closely with outside agencies, sharing clear information to protect children from potential harm. The management team monitors both individual and groups of children's progress. Gaps in children's learning are identified and interventions are put into place so that these begin to close. Staff are encouraged to undertake mandatory and additional training courses so that they continue to develop their knowledge, skills and practice.

Quality of teaching, learning and assessment is good

Staff engage children in purposeful learning experiences which are planned in line with their interests and developmental needs. Staff obtain clear information from parents when children first start. They use this information and their own ongoing observation to continually assess children's abilities. Babies and toddlers enjoy exploring the activities on offer. They have fun using their hands to splash in water. When staff introduce paint brushes to the water, children use these to make marks on the concrete outside. Pre-school children participate in regular small- and large-group activities, where there is a strong focus on developing their listening, communication and language skills. Some of the staff are vibrant and dynamic and they skilfully introduce activities which promote children's awe and wonder. One example of this is when a member of staff encourages children to put magic onto the box that they are passing round. She explains excitedly what she can see in the box and her enthusiasm motivates and engages children, as they are excited to find out what is inside.

Personal development, behaviour and welfare are good

Staff place a strong emphasis on supporting children to feel emotionally secure and develop good social skills. Children learn to share, take turns and play co-operatively with their peers. They behave well, showing that they feel safe in their surroundings. Staff encourage children to learn the importance of developing good health and hygiene routines. Children learn to become independent with managing their own personal needs. All children benefit from daily opportunities to play outside. They engage in a wide range of outdoor play opportunities. They develop their physical skills as they run, jump and climb. Children learn how to care for living things. They enjoy watching and feeding the chickens.

Outcomes for children are good

All children, including those in receipt of funding for early education, disabled children and those with special educational needs, make good progress from their starting points. Children are well prepared for their future learning and eventual move on to school.

Setting details

Unique reference number	EY136880
Local authority	Lincolnshire
Inspection number	872436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 14
Total number of places	181
Number of children on roll	218
Name of provider	RAF Coningsby Nursery Centre & Kids Club Committee
Date of previous inspection	16 September 2011
Telephone number	01526 344325

RAF Coningsby Nursery Centre and Kids Club was registered in 1990. The nursery employs 42 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides wrap-around care for older school-age children. Sessions are from 7.30am until 9am and 3.15pm until 5.30pm during term time and 7.30am until 5.30pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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