

Spring - RAF Waddington

Newell House, High Dyke, Waddington, Lincoln, Lincolnshire, LN5 9NJ



Inspection date

12 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Supervision and support for staff are not sufficiently focused. As a result, the overall quality of teaching is inconsistent and children are not challenged enough in their learning.
- Assessments are not used promptly or accurately to identify children's learning or the next steps in their development. This affects the staff's ability to plan appropriate activities and has a negative impact on the progress children make.
- Children are not given sufficient opportunities to develop their self-care skills.
- Younger children, in particular babies, are not given consistent access to the outdoor area. The garden containing the majority of the resources and equipment is used very infrequently. This limits the impact of any learning that does take place outside.

It has the following strengths

- Children, particularly in the baby room, form secure attachments with caring and attentive staff. Staff are enthusiastic in their communication with children and show real expression in their faces that young children respond positively to.
- Children particularly enjoy group learning times, and join in with the actions enthusiastically.
- Some staff are skilled in their interactions with children. They ask probing questions that enable children to think deeply for themselves and make links to their prior experiences.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ provide focused supervision and support for staff to ensure that their teaching is raised to a consistently good level 	01/05/2018
<ul style="list-style-type: none"> ■ use observations and assessments for all children to accurately identify their level of achievement and plan for their individual needs, to ensure they make at least good progress in relation to their starting points. 	01/05/2018

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

- provide children with more opportunities to develop their self-care skills
- strengthen opportunities, particularly for babies and children that prefer to learn outside, to extend their learning outdoors.

Inspection activities

- The inspectors observed the quality of teaching during activities, and assessed the impact this has on the children's learning.
- The inspectors held a meeting with the manager and deputy manager of the nursery. They spoke to staff and children throughout the inspection when appropriate.
- The inspectors completed a joint observation with the manager and deputy manager of the nursery.
- The inspectors spoke to parents and took account of their views.
- The inspectors looked at children's assessment records and planning documentation. They also checked evidence of the suitability and qualifications of staff working within the nursery.

Inspector

Ben Hartley and Hayley Ruane

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not support, coach and monitor the quality of staff's teaching to help maintain good-quality teaching throughout the nursery. Safeguarding is effective, staff know the signs of abuse and where to report concerns regarding children's safety. Staff supervise children well and regularly count children, particularly when they move from indoors to outdoors in the nursery. There are robust recruitment and induction procedures in place. This ensures that the staff working with children are suitable. This helps to keep children safe. Parents comment positively about the nursery, valuing the daily feedback they receive from staff.

Quality of teaching, learning and assessment requires improvement

Staff do not adequately monitor children's learning. This means that they do not identify children's levels of learning, in order to plan for what they need to learn next. The quality of teaching is inconsistent, particularly in the two rooms containing children aged 16 months to three years. The communication of the staff, and the quality of activities in these rooms, are variable. Staff promote babies' and young children's communication and language skills well. They sing nursery rhymes and action songs that children copy. Staff work well with other professionals to support children's speaking skills. Older children enjoy opportunities to be creative, giving meaning to marks they make and comparing them to things they have seen. Staff provide opportunities for children to learn about diversity. Music groups are invited into the nursery to show children a range of musical instruments and music from around the world.

Personal development, behaviour and welfare require improvement

Staff provide children with healthy snacks. However, they do not provide children with enough opportunities to develop their self-care skills. Children demonstrate that they feel safe. They confidently talk to staff about their needs and wishes and demonstrate that they are emotionally secure. Staff invite parents and children to attend settling-in sessions when they first start. This helps staff to find out about children's routines at home and pertinent information from parents, such as persons authorised to collect children. Babies and young children develop their physical skills when they negotiate steps on a climbing structure indoors. However, they do not have the same opportunities as older children to develop their learning outdoors. Staff encourage children to develop their social skills. They point to pictures of other children and ask them to remember their names, helping them to develop relationships with others. Staff work well with parents to manage children's behaviour. They distract younger children from negative behaviour.

Outcomes for children require improvement

Children in some of the rooms in the nursery are keen to join staff at activities. They are learning some key skills to support them in their next stage in development. However, their overall progress is not good enough. Children talk to staff confidently about their views and learn to share and take turns when they play games with other children. They develop an understanding of technology.

Setting details

Unique reference number	EY539482
Local authority	Lincolnshire
Inspection number	1132578
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	105
Number of children on roll	129
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01522 727855

Spring - RAF Waddington registered in 2016. The nursery is open from Monday to Friday from 7.30am until 5.30pm, all year around, except for a week at Christmas. The nursery provides funded education for two-, three- and four-year-old children. The nursery employs 33 members of childcare staff. Of these, 32 hold appropriate qualification at level 2 or above. Two staff hold a qualification at level 6.

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