

# Spring - RAF Boulmer

Raf Boulmer, Portal Place, Longhoughton, Alnwick, Northumberland, NE66 3JN



<b>Inspection date</b>	26 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff observe children at play, to determine children's interests and identify what they already know and can do. They use their good knowledge of children's learning needs and preferences to plan an effective balance of adult-led activities, alongside opportunities for children to lead their own play.
- The manager oversees plans for children's learning and monitors their progress effectively. She works well with staff to identify and support children who need extra help to make good progress and catch up in their learning.
- Children behave well. Staff are sensitive to their needs and levels of understanding. They support children to consider one another's feelings and give gentle reminders about the boundaries for their behaviour.
- Parents are happy with the progress their children make. They describe the nursery as fantastic and say their children have come on leaps and bounds.
- Children develop trusting bonds with caring and attentive staff and demonstrate a strong sense of belonging. This helps to promote their emotional well-being.

### It is not yet outstanding because:

- At times, during group activities, some staff do not consistently interact with children to extend their learning fully.
- Staff do not consistently gather detailed information from parents about children's learning at home to contribute to assessments and help them plan even more effectively for their learning.

## What the setting needs to do to improve further

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

- strengthen staff interaction with children so that their learning is consistently extended during group activities
- extend the range of information gathered from parents about their children's learning at home when they first begin to attend and as they continue to make progress, to help plan even more effectively.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector held meetings with the manager. She looked at relevant documents, such as staff records and evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager works well with staff and parents to evaluate and identify areas for improvement. For example, she has improved methods of communication following feedback from parents. She supervises the qualified and experienced staff well. Managers encourage staff's ongoing professional development and support them to build on their teaching skills. Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. They follow effective procedures to keep children safe. For example, there is clear guidance for staff about the use of mobile phones and cameras. Furthermore, the manager ensures that they maintain the correct adult-to-child ratios and supervise children well in clean and safe premise. She has a secure understanding of legal requirements and knows when to report to Ofsted. Staff communicate well with teachers to help children feel confident when they move on to school.

### Quality of teaching, learning and assessment is good

Staff demonstrate new skills and encourage children to keep trying. Children develop good problem-solving skills. For instance, staff encourage them to think of ways to attach wings to model aeroplanes. Babies enjoy experiences that help to develop their sensory skills. They develop good physical skills, for example, as they climb in and out of boxes. Children show very good imaginative skills. Younger children pretend to bath dolls during water play and older children pretend to be superheroes. Staff incorporate learning opportunities into routines. For example, children calculate how many plates they need at lunchtime. Younger children learn number names and discuss more, less and enough, while older children count successfully beyond 10.

### Personal development, behaviour and welfare are good

Staff are aware of children's individual needs, such as routine care and dietary needs, and meet them effectively. They manage children's illness and accidents appropriately. Children benefit from plenty of fresh air and exercise. For example, they enjoy a spring walk in the local community. This also helps them to learn about the world. Staff give children clear messages about the importance of good hygiene. They develop good habits that help to keep them safe and healthy, such as regular handwashing. Children benefit from plenty of praise that helps to raise their self-esteem. They enjoy the responsibility of small tasks, such as snack helper, and wear the special apron with pride. They develop good self-care skills that help to prepare them for school.

### Outcomes for children are good

Children are happy and confident learners who are keen to join in activities. Most children achieve the levels of development typical for their age. Those who need extra support catch up in their learning before they leave nursery and are prepared well for their later learning. This is particularly evident for children who are slower to develop language and communication skills. They benefit from targeted interventions from staff that help them to make faster progress and they become skilled and confident communicators.

## Setting details

<b>Unique reference number</b>	EY539498
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1133352
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01665 572133

Spring - RAF Boulmer registered in 2016. The nursery is open for 51 weeks of the year and closes for bank holidays. Operating hours are Monday to Friday, 7.30am to 6pm. The nursery employs eight members of staff. Of these, six hold relevant childcare qualifications at level 3 or above, including one with qualified teacher status. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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