

# Spring - RAF Wyton

Bennett Childcare Centre, Wiltshire Road, Huntingdon PE28 2EX



<b>Inspection date</b>	16 August 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 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

### The provision is good

- Children display very good listening skills. They are enthralled when staff tell them a story. They use their imagination to contribute their ideas to describe aspects of the story, such as the colour of a magical castle.
- Children form strong bonds with staff. Young children and babies enjoy cuddles and are quickly comforted when they are tired or upset.
- Managers regularly observe staff teaching children. They constructively discuss what they see and hear with the staff member, helping them to identify and address areas for professional development.
- Children are curious and motivated to learn about the world. Staff help them find out information to help answer questions the children have asked. For example, they investigate the differences between crocodiles and alligators.

### It is not yet outstanding because:

- Staff do not consistently establish strong partnerships with parents through the key-person system when children first start to attend the nursery.
- Staff do not consistently make the most of opportunities to extend children's learning. This is particularly evident during times when there are key changes in routine, such as at mealtimes and while children wait to go outside.

## What the setting needs to do to improve further

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

- strengthen the partnerships between key persons and parents from the outset of children joining the nursery
- make the most of opportunities to extend children's learning throughout the day, including times of transition between activities and at snack times and mealtimes.

### Inspection activities

- The inspector viewed activities in the nursery and garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of staff. She looked at a range of documents, including children's registers and staff supervision notes.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and area staff representing the provider.
- The inspector took into consideration the views of parents spoken to on the day.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Providers follow robust recruitment procedures to help ensure staff are suitable. Staff know how to report any concerns they might have about children's welfare. Managers welcome feedback from parents and staff to help them evaluate the quality of care and education. Providers set action plans to help managers and staff continually improve the provision. Managers effectively monitor the progress that groups of children make. This helps them identify any gaps in learning so they can quickly address them and help children catch up.

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

Staff use a good balance between adult-led and child-led activities. They sensitively add challenges to support children's learning. For example, staff provide older children with paper. Children decide to collect rainwater and mix it with chalk dust. They rub the coloured liquid on the soles of their wellington boots before creating patterns and prints on the paper. Staff ask questions to help children solve problems they come across during the activity. Babies and very young children explore different textures with their bodies. Staff talk to them about what they see, feel and hear. This helps children begin to use words in their emerging language.

### Personal development, behaviour and welfare are good

Children behave very well. Children help to make simple rules for them all to follow. Staff gently remind children to share and to be careful with objects that children have brought into the nursery from home. Children are caring. They support others by helping them find suitable outside clothes to wear in the rain and suggest how to solve problems when they put on less appropriate jackets. Staff encourage children from an early age to complete small tasks independently. Older babies are given time to use spoons to feed themselves while they eat their nutritional meals. Staff supervise children while they take small risks during their play and explorations. For example, children pile planks of wood together. They watch the wood tip while they test their balance with one foot first before climbing. This helps children begin to learn how to keep themselves and others safe. Staff encourage babies and young children to strengthen their muscles through physical activities. They praise and encourage children climbing a small set of stairs and ramps. This helps children gain confidence while they develop new skills and try more challenging environments to explore.

### Outcomes for children are good

Children are confident and enthusiastic learners. They welcome staff to join their play and investigations, and are motivated to find different ways of completing tasks and challenges. Children develop a love for books and learn to recognise letters and numbers, and name shapes with ease. Children are sociable. They talk to visitors and enjoy telling them about what they like about the nursery. Children enjoy group activities, such as playing ball games in the garden, and take turns without dispute. When the time comes, children are ready for the next stage in their learning at school.

## Setting details

<b>Unique reference number</b>	EY539501
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10067492
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	46
<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>	01480 450972

Spring - RAF Wyton registered in 2016. The nursery operates 51 weeks of the year, except for bank holidays. It is open from 8am to 6pm on Monday to Thursday and from 8am to 5.30pm on Friday. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. It provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

