

Spring - RAF Honington

Raf Honington, Bury St. Edmunds, Suffolk IP31 1EE



Inspection date	5 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager continually looks at ways to improve the provision. She evaluates the overall progress children make to ensure that what staff offer children targets children's needs. She guides her staff to input their ideas into successful room improvement plans to benefit those children who attend.
- The manager implements an effective system to manage staff's performance. Staff feel well supported and are encouraged to access training to boost their confidence and skills. The manager supports unqualified staff to obtain childcare qualifications.
- Staff know children well. They accurately assess and review children's development. This helps staff to plan targeted learning experiences to secure children's good progress. Staff keep parents fully informed about children's progress and they work effectively together to support children's learning in the setting and at home.
- Children build very close bonds with staff. Young children seek out staff for a cuddle and reassurance. Older children enjoy playing alongside staff and respond well to their instructions. Children settle quickly in the warm and friendly environment.
- Children are eager and motivated learners. They engage well in activities and communicate well with others.

It is not yet outstanding because:

- Sometimes, staff do not provide enough opportunities to encourage children to practise and further develop their counting and number skills.
- Children in the pre-school room do not consistently show high levels of concentration and prolonged involvement in activities. On occasions, staff withdraw from activities prior to children being ready to move on.

What the setting needs to do to improve further

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

- explore opportunities for all children to extend their numerical skills to quickly advance their mathematical abilities
- enhance teaching in the pre-school room to support children to achieve high levels of sustained engagement and concentration in activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Staff are well qualified and knowledgeable about their responsibilities. Those staff in lead roles access a wide range of training to enhance their specialist skills. Safeguarding is effective. Staff have a secure understanding of signs that may indicate a child is at risk of harm. They know how to report their concerns. The manager is experienced and confident. She ensures that she deals with any concerns about children's welfare promptly. The manager follows safe recruitment procedures. She completes robust checks to ensure that only those deemed as suitable to work with children do so. Induction procedures are rigorous to ensure staff understand their role and the policies and procedures they must follow. Staff work well together. They communicate effectively with each other and are good role models for children. They share their knowledge and skills with each other and value the support they receive from the manager.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language skills well. They respond to babies' sounds and model simple language to build on children's range of vocabulary. Staff engage in conversations with children about their lives outside of the setting. Children of all ages enjoy listening to stories. Younger children sit closely with staff and share the book together. Older children enjoy a group story time. They listen quietly and are confident to recall parts of the story afterwards. Children regularly access mark-making materials. Older children begin to give meaning to the marks they make, such as they name facial features. Staff skilfully follow children's interests. Babies pick up musical instruments and staff sing nursery rhymes to them. Babies excitedly join in with and sing familiar rhymes.

Personal development, behaviour and welfare are good

Staff have high expectations of children's behaviour. They consistently implement the nursery's rules and boundaries. All children are encouraged to be polite and use good manners. They share resources and are kind to their friends. Children learn to be independent from a young age. Young children are encouraged to be responsible and put away their personal items. Older children are independent in self-care. Staff promote children's good hygiene. Children brush their teeth daily, supervised and encouraged by staff. Children eat healthy, home-cooked food. Staff teach children about foods that grow in the garden. They are astutely aware of children who have allergies and special dietary requirements and cater for them safely. Children regularly play outdoors. Older children learn to ride bicycles safely and competently. Younger children excitedly participate in water play. They fill containers and pour the water down tubes. They inquisitively watch as the water flows through the tubes and into their friend's containers.

Outcomes for children are good

Children make consistently good rates of progress from their starting points. They are happy and eager learners who enjoy participating in the wide range of opportunities on offer. Babies are confident. They respond well to staff and communicate effectively with them. Older children are kind and helpful to their friends. Children gain important skills that prepare them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY539494
Local authority	Suffolk
Inspection number	10067490
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	75
Number of children on roll	136
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01359 269493

Spring – RAF Honington registered in 2016. The nursery employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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