

Spring - RAF Benson

Royal Air Force, Benson, Wallingford OX10 6AA



Inspection date	9 October 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 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

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

- Monitoring of staff's practice is not fully effective in identifying exactly what staff need to do to improve the quality of their teaching. Plans for improvements are not sufficiently focused on identifying areas of weaker teaching or targeted at the variations in the progress children make.
- Staff do not consistently make good use of what they know about children's development to identify accurately their next steps in learning.
- Children are not consistently provided with suitably challenging learning experiences to help them make good progress in their learning, particularly in communication and language.

It has the following strengths

- Leaders act positively on the views of parents and others to make improvements that benefit the children. For example, staff have worked with parents to build a new sandpit and they have reviewed their resources in the playrooms.
- Partnerships with parents support good information sharing when children first start. Staff act effectively on information to support children's individual dietary or health needs to ensure their welfare. Parents feel well informed about their child's day.

What the setting needs to do to improve further

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

	Due date
ensure senior leaders monitor the educational programmes and quality of teaching effectively and take swift action to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up in their learning	18/12/2018
improve staff's understanding of observation and assessment so they accurately identify what children need to learn next	18/12/2018
plan precisely to promote children's continued learning and focus on what they need to learn next to ensure they are consistently challenged and progress quickly in all areas of learning, in particular their language and communication.	18/12/2018

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including evidence of staff's suitability, development plans, accident and incident records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the manager and deputy manager.
- The inspector conducted a joint observation of a song activity in the toddler room.
- The inspector was accompanied on the inspection for the purposes of quality assurance.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff understand how to identify and report any concerns about children's welfare or the behaviour of another adult. They show a suitable regard for managing risks to children. The manager effectively oversees secure recruitment and vetting systems to ensure all staff, including agency staff, are suitable to work with children. Systems for monitoring the quality of the provision are not rigorous enough. The manager checks staff's performance, such as through supervisions and peer observations. However, this support and monitoring does not accurately identify weaker aspects of teaching, so staff can improve their teaching, or help staff to address the slower rates of progress some children make. Plans for future improvements are overly focused on resourcing and not sufficiently focused on improving outcomes for children.

Quality of teaching, learning and assessment requires improvement

Despite most staff holding suitable qualifications, the quality of teaching is variable. Staff do not consistently interact purposefully with children to challenge them sufficiently in their learning. For example, staff are aware that some children need further support in their speech and language but do not successfully plan or focus their teaching on this area to help children catch up. On occasions, staff also busy themselves attending to routine tasks and do not consistently engage with children during these times. When teaching is good, children are motivated and eager to learn. For example, toddlers chant confidently to a favourite story. Older children are supported in their creativity as they follow their own ideas and draw treasure maps.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching and planning have an impact on children's attitudes and motivation to learn. For example, some activities do not successfully capture children's attention or sustain their concentration, so children quickly wander off. Despite this, staff do build friendly relationships with children, who settle well. They suitably support children's safety, such as supervising them as they play. Staff successfully promote children's good health outside. Older children expertly climb and balance on equipment as they eagerly hunt for hidden treasure. Toddlers dig in the sandpit or explore the pirate ship with their friends. Staff do not teach children the importance of keeping themselves safe, for example, when eating.

Outcomes for children require improvement

Children, including those who need additional support in their learning, do not make the best possible progress due to variations in the quality of teaching and planning. However, children do gain some basic skills for their move to school. Older children follow simple group rules and know the expectations for their behaviour. They develop their independence as they tidy up their plates after lunch. Toddlers develop confidence to stand up and share their ideas in group times. Babies develop their curiosity as they hunt for farm animals in a sensory play activity.

Setting details

Unique reference number	EY539492
Local authority	Oxfordshire
Inspection number	10057222
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 - 10
Total number of places	104
Number of children on roll	76
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01491 838112

Spring - RAF Benson registered in 2016. The nursery is open Monday to Friday from 7.30am until 6pm. An additional before- and after-school club operates on the same premises and offers care for school-aged children during term time and some weeks in the holidays. The nursery employs 19 members of staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery receives funding for the provision of early education for two-, 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.

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