

# Spring - RAF Halton

Tring Road, Aylesbury, Buckinghamshire HP22 5PG



<b>Inspection date</b>	7 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The leadership and management team is extremely ambitious. They have an extremely clear vision for improvement and they continually look for ways to make the nursery provision even better.
- The leadership and management team supports staff and uses highly effective supervision meetings. They plan structured professional development opportunities for their whole team. These enable staff to enhance their skills and the exemplary provision even further.
- Managers and key persons complete outstanding levels of tracking. For instance, they analyse the progress of a wide variety of different groups of children. They use this information to identify and close any gaps in provision. This helps ensure that children are exceptionally well prepared for their eventual move to school.
- The learning environment is vibrant and highly stimulating for children. Staff encourage children to select their own resources and extend their own learning.
- Staff provide exceptional support for children with additional needs. They identify children's needs swiftly. They work alongside professionals to plan provision to support children and families effectively.
- The key-person system works exceptionally well. Key persons know their children's strengths and areas for development. Their assessments are precise and their targeting of next steps enable all children to make outstanding progress.
- Staff support children's self-care skills extremely well. They give children a wealth of opportunities to learn about daily routines and manage their own hygiene practice.
- Children are school ready. They are confident, independent and well-mannered learners.

## What the setting needs to do to improve further

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

- continue to further improve outdoor provision so that it offers even more exemplary opportunities for children to develop their physical skills and understanding of the world around them.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the nursery.
- The inspector looked closely at the progress of several children.
- The inspector spoke to parents during the inspection and also took account of their written views.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is outstanding

The leadership and management team reflects on their practice exceptionally well. For example, they precisely evaluate all aspects of their service and seek the views of parents and children. Clear action plans drive further improvement. Staff are extremely well supported. For example, the management team conducts termly supervision meetings and annual appraisals. Staff also complete peer observations to support each other and to help raise the quality of teaching to an even higher level. Recent communication and language training undertaken by all staff has had a positive impact on children's learning. For example, staff are using sign language alongside the spoken word. The youngest children are now using sign language to help them communicate their wants and needs. Safeguarding is effective. Staff consistently implement robust procedures to promote children's safety and well-being. For instance, they complete thorough risk assessments of all areas children use each day. Staff are extremely knowledgeable about what to do if they have concerns about a child's welfare.

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

The learning environment is inviting and exceptionally well organised for children. The plentiful range of resources mean that children easily become engrossed in their own learning. For example, children work together to create a tower with plant pots. They experiment with the size of the pots to find ones that balance effectively. As the tower grows in height the children cheer to celebrate what they have created together. Staff provide a rich and varied curriculum. They plan meticulously and adapt every learning opportunity to reflect the children's current learning needs and interests. For instance, following an interest in bees, staff skilfully created an activity linked to bees to develop their small-muscle control. Children persevered as they squeezed bee tweezers to collect 'pom-pom' pollen and flew it to the honeycomb to make honey. Later in the day children tasted honey during snack time to extend on their learning further.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models and children's behaviour is exemplary. Staff promote children's independence to the highest level. For example, they teach children how to brush their teeth each day after meals. Partnerships with parents are outstanding. Staff successfully keep parents informed of care routines and development milestones each day. Parents also share their photographs and observations of their children at home. Parents are overwhelmingly positive about the care and education that their children receive. They report that they feel their children settle quickly and are well cared for.

### Outcomes for children are outstanding

All children make superb progress in their learning and development. They develop the attitudes, skills and dispositions needed to support the next steps in their learning exceptionally well. They develop impressive independence skills as they help prepare their snacks. They count plates and cutlery and lay the table for mealtimes. The youngest children use chalk to make marks on the blackboard and older children make letter shapes and write their own names. Children use numbers in their self-chosen learning and play.

## Setting details

<b>Unique reference number</b>	EY539491
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10057221
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	54
<b>Number of children on roll</b>	26
<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>	01296 622151

Spring - RAF Halton registered in 2016. The nursery offers childcare between the hours of 7.30am and 5.30pm, all year round. The nursery receives funding for the provision of free education for children aged two, three and four years. There are 13 staff, of whom 10 hold a relevant childcare qualification between level 2 and level 5.

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