

Spring - RAF Waddington

Newell House, High Dyke, Waddington, Lincoln, Lincolnshire LN5 9NJ



Inspection date	11 February 2019
Previous inspection date	12 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Good progress has been made against the actions and recommendations raised at the last inspection. The manager and deputy manager form a capable leadership team. They are ambitious for the future and are focused on continuous improvement.
- Staff work in close partnership with parents. They regularly discuss children's progress and share information. Parents speak highly of the nursery. They comment on how approachable the staff are and say that their children are safe. Parents also speak very positively about the new online system for keeping them very well informed about their children.
- Children's behaviour is good. Staff are good role models for children as they promote manners and kindness. They support children to manage their own behaviour in a positive way. Children are praised highly for their good behaviour and achievements. This boosts their self-esteem.
- All children, including those who receive funding, make good progress in their learning and development from their individual starting points.
- Staff form close bonds with children. These bonds help children to feel safe and secure when they are at the nursery.
- Occasionally, children's next steps in learning are not identified precisely enough across all areas of their learning and development. This means that a few children are not making the best progress they could in weaker aspects of their learning.
- The manager and deputy manager do not always focus enough on raising the quality of teaching further when they are monitoring staff practice.
- Children's play is sometimes unnecessarily interrupted when they are split into groups and at routine times. This has a negative impact on 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's assessments of children's learning and focus more precisely on identifying exactly what children need to do next, to help them make the best possible progress
- focus more precisely on the monitoring of staff practice, to raise the quality of teaching further and increase the potential for children to make more rapid progress in their learning
- review the grouping of children, to avoid unnecessary interruptions to children's play and maximise learning opportunities for all children.

Inspection activities

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

Inspectors

Clare Johnson
Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff understand their responsibilities regarding child protection. They know the action they must take if they have any concerns about a child or colleague. The environment is safe and staff are vigilant in their supervision of children. Recruitment procedures are robust, to ensure all staff are suitable. The manager and deputy manager regularly reflect on practice and accurately identify priorities for improvement. Staff have regular access to training which has a positive impact on the outcomes for children. The manager tracks the progress of different groups of children to close any gaps as quickly as possible through focused learning. Any concerns in a child's development are picked up quickly and support is put into place. Staff have good links with other professionals and share information effectively.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan a range of activities based on their knowledge of children's interests and developmental needs. They organise the playrooms well. Children access a range of activities and are confident to select further resources from the wide range available to them. Staff plan stimulating activities which capture the children's interests and keep them engaged. For example, the younger children become excited as they go and dig for worms to feed to the chickens. Children enjoy the anticipation of waiting to see what staff will bring out of the treasure chest before lunch time. Staff make this activity exciting and encourage children's listening and attention skills in a fun way. Children take part in regular outings in the local area, to learn about the force's community and the wider world.

Personal development, behaviour and welfare are good

Children's good health is promoted as they are provided with nutritious meals and snacks. Many children ask for second helpings of the vegetable pasta and they enjoy a healthy pudding of natural yoghurt with banana. Children learn the importance of good personal hygiene. They use tissues to wipe their noses and wash their hands and faces after mealtimes with clean flannels. Children have daily access to the large outside area and enjoy the range of physical activities on offer. Babies are reassured with cuddles when they become upset. Staff hold them close on their lap, soothing them and helping them to settle. Children's independence is promoted well. Older children serve themselves at mealtimes and skilfully manage the large ladles. Toddlers gain a real sense of achievement as they manage to put their own coats on. Children learn to keep themselves safe as they sing a safety song as they go up and down the stairs.

Outcomes for children are good

Children's communication and language skills are promoted effectively when they engage in conversation as they play with each other and staff. Their early literacy skills are promoted well. Children enjoy reading and listening to stories. They practise their writing skills by using marker pens to draw on the whiteboard and pencils to write on notepads. Children are prepared well for when they move between rooms within the nursery and for when they start school. Staff make good use of additional funding to support individual children's progress.

Setting details

Unique reference number	EY539482
Local authority	Lincolnshire
Inspection number	10089354
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	105
Number of children on roll	128
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	12 March 2018
Telephone number	01522 727855

Spring - RAF Waddington registered in 2016. The nursery is open from Monday to Friday from 7.30am until 5.30pm, all year around, except for bank holidays and a week at Christmas. The nursery provides funded education for two-, three- and four-year-old children. The nursery employs 41 members of childcare staff. Of these, 32 hold appropriate early years qualifications at level 2 or above. Two staff hold appropriate early years qualifications at level 6.

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