

Spring - RAF Cosford

Raf Cosford, Albrighton, Wolverhampton WV7 3EX



Inspection date	22 February 2019
Previous inspection date	11 January 2017

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

- All children establish extremely strong bonds with staff, who manage their care needs with the highest respect and sensitivity. Babies settle exceptionally quickly and are very content.
- Staff act as positive role models. This helps to promote children's emotional well-being. Children are confident and their behaviour is good.
- The indoor and outdoor areas are stimulating and well organised. Children enjoy a wide range of resources, toys and equipment that help to promote all areas of learning. Staff provide children with a good balance of adult-led and child-initiated activities. The outside space has a sensory garden, children's construction site and forest school area. Children make independent choices about what they want to do and confidently explore all of the environment.
- Leaders are ambitious and committed to their aim of providing the highest quality care and education. The rigorous evaluation of the setting helps them to identify ongoing priorities for improvement. They are very enthusiastic about their plans to make a dedicated science room accessible for all children, to motivate them to explore, investigate and learn about the world around them.
- Staff provide a warm and welcoming environment for parents and their children. Parents comment that they feel very well supported. Staff provide a good range of home learning activities for parents to help them support their children's learning at home. For example, they have 'nursery in a bag' which contains activities that cover a variety of areas, such as maths and letter sounds, for children to learn at home.
- On occasions, staff do not provide highly challenging experiences for the most able children that build on their individual learning needs and help them make the rapid progress of which they are capable.
- Although clear processes for performance management and the supervision of staff are in place, not all staff have developed their practice to a consistently outstanding level.

What the setting needs to do to improve further

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

- support staff to recognise how to make best use of all opportunities to provide highly challenging activities which extend the learning of the most able children
- strengthen the support and coaching provided for staff to focus more precisely on their practice, to ensure teaching is of a consistently high standard.

Inspection activities

- The inspector had a tour of the premises.
- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor areas and assessed the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and her management team.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including staff's suitability checks, self-evaluation, registers and staffing records for ratio implementation, children's assessment and planning records, and documentation linked to monitoring children's progress.

Inspector

Johanna Holt

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. The security of the premises is maintained by an effective buzzer system where staff from the baby room can see who is at the door, before allowing entry. Ratios are consistently adhered to and the effective deployment of staff means that children are well supervised at all times, ensuring their safety and well-being. The manager tracks the progress of individuals, as well as groups of children, to help identify possible gaps in their learning and to plan targeted support.

Quality of teaching, learning and assessment is good

Staff observe children to develop an understanding of their interests and stage of development. Overall, they use this information well to plan a range of activities that help children continue to learn and achieve. Children explore their surroundings and are keen to take part in activities. They are developing a positive attitude towards learning. Children manage their own risks. For example, they use 'Bob the risk assessment teddy bear' in the construction site where they can use real tools and work with wood. They enjoy exploring large slide equipment to extend their physical skills. Overall, staff support children's communication and language skills well. For example, staff skilfully question children to consider why geese have webbed feet and what this helps them to do. They challenge the children to think about their own bodies and what they can do. Staff play alongside children, talking to them about what they see them doing. Babies are encouraged to join in the activities outdoors and even the youngest are outside and included in the group activity.

Personal development, behaviour and welfare are good

Children are very confident in their own abilities and manage many of their care needs independently. For example, older children skilfully put on their coats to go outside and help themselves to lunch. Those who are more able are encouraged to manage their own self-care needs when using the bathroom. There are nose wiping stations situated in every room. Children are taught the importance of handwashing after they have been to the toilet, after messy play activities and before eating. Staff support children to help them develop positive relationships with each other. For example, they encourage and praise children when they play cooperatively and use good manners. Consequently, children behave well. Staff caring for babies know their routines well and meet their individual care needs according to parents' wishes.

Outcomes for children are good

Children make good progress and gain a wide range of useful skills that prepare them successfully for their future learning and eventual move to school. They develop good social skills and build friendships. For example, they take turns when filling the bird feeder with seed. They listen and respect what each other is saying when talking about birds they have seen at home or nursery. Babies enjoy mark making using a variety of tools and feeling the texture of flour and glitter. Parents comment that children have formed a great little friendship group which has seen them progress together.

Setting details

Unique reference number	EY539502
Local authority	Shropshire
Inspection number	10095110
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	100
Number of children on roll	91
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	11 January 2017
Telephone number	01902 377221

Spring - RAF Cosford registered in 2016 under the proprietorship of Action for Children. The setting employs 20 members of childcare staff. Of these, almost all hold appropriate early years qualifications at level 3 and above, including three who hold level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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