

Spring - RAF Scampton

Gibson Drive, Lincoln, Lincolnshire LN1 2FX



Inspection date	25 March 2019
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

This provision is good

- Leaders are experienced and knowledgeable. The manager has built up a strong team that work well together. There is an ongoing commitment to raising standards and the delivery of good-quality provision for children and their families.
- The nursery is very welcoming and inclusive. Staff working with all ages of children offer lots of praise and encouragement. This leads to strong emotional bonds building up between staff and children. Staff working with babies are particularly nurturing and attentive. Babies seek comfort from the staff who embrace them with open arms.
- Qualified staff make accurate observations of children's learning and development. They use this information to plan purposeful next steps that reflect children's individual needs and interests. This helps children to make good progress from their starting points, including those children for whom the nursery receives funding. Furthermore, children acquire the attributes and skills needed in readiness for school.
- Staff support children's communication and language development. Babies listen attentively as staff sing songs. They repeat some sounds and copy the actions staff use. Older children eloquently describe their full pot of soil as 'a volcano, up in the sky'.
- Children show high levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, for example, babies take off their own socks in readiness for a messy activity. Toddlers put on their own boots to go outdoors and pre-school children use the bathroom independently.
- The manager has good systems in place to monitor and track the progress of individual children and different groups. This helps to identify and address any gaps in learning swiftly.
- The programme for staff's professional development is not sharply focused on raising the quality of their teaching to the highest level.
- Occasionally, group activities in the pre-school room lack variety and imagination, meaning that some children are not fully engaged in 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 the programme for professional development, to further raise the quality of teaching to the highest level
- develop the organisation of pre-school group sessions so they are imaginative and varied, to help all children remain highly engaged in their learning.

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 deputy manager.
- The inspector held a meeting with the nursery deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff demonstrate a good understanding of child protection issues. They know how to identify and report concerns to protect children from harm. Staff supervise the children well, they are always within sight or sound of the children they are looking after. This contributes to children's safety and welfare. The management follow a robust recruitment procedure. They check staff's suitability, both at interview and ongoing, to ensure they are suitable to work with children. The manager carries out one-to-one meetings with staff to ensure that they fulfil their job role and responsibilities. Staff observe each other's practice, this, overall, helps them build on their skills and to deliver good-quality learning.

Quality of teaching, learning and assessment is good

Staff recognise opportunities to engage children in imaginative play. They introduce a make-believe scenario, travelling in a submarine. The children watch mesmerised when staff appear in a wig, pretending to be a sea creature. Staff provide opportunities for babies to engage with early technology. Babies react with genuine interest to electronic animals that blink their eyes and move their arms. Staff acknowledge when children are enjoying an activity and focus on the enjoyment rather than the end product. For example, when children fill pots to plant flowers, they thoroughly relish the filling and emptying process. Staff work closely with parents and carers to provide good support for children with special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. They ensure the provision is clean and children follow good hygiene practices. Toddlers and pre-school children eat their snacks and meals at the table, together with their peers. This helps to promote good social skills. Children have access to fresh drinking water. This helps them to stay hydrated during the day. Children behave well, for example, they say, 'excuse me' before speaking to visitors. Furthermore, children are kind to each other, offering their friends a hand to hold as they line up to go indoors. Staff have developed strong partnerships with parents. They regularly share information with parents to help them understand what children have learned and what they are learning next. Carers comment they feel completely included in their children's learning and development.

Outcomes for children are good

Children of all ages develop very good physical skills. Babies begin to take tentative early steps and eagerly jump up and down on equipment. Toddlers run around and safely negotiate the different levels and obstacles outdoors. Pre-school children thoroughly enjoy pedalling the wheeled toys, giving tandem rides to their friends. Toddlers develop their creative skills well. They enjoy using glue, jewels and master the use of scissors to cut paper. Furthermore, toddlers enjoy listening to stories being read to them by staff who use animated voices. Pre-school children begin to develop early literacy skills as they practise writing on clipboards and write their names on cards for family members. Children's emerging mathematical understanding is supported well. Staff encourage children to count the number of children sitting at welcome time.

Setting details

Unique reference number	EY551900
Local authority	Lincolnshire
Inspection number	10100738
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 - 10
Total number of places	61
Number of children on roll	129
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01522 731941

Spring - RAF Scampton re-registered in 2017 and is in Scampton, Lincolnshire. The setting employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, two hold qualified teacher status and one holds a level 2 qualification. The setting opens from Monday to Friday all year round, apart from Christmas when they close for two weeks. Sessions are from 7.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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