

Red Kites Day Nursery

RAF High Wycombe (3 Site), Naphill, High Wycombe, Buckinghamshire
HP14 4UE



Inspection date	29 August 2019
Previous inspection date	27 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff are excellent role models and create a culture of mutual respect and kindness throughout the nursery. Children learn to share and take turns. They behave well.
- Children build positive relationships with their key person and all staff. They are very happy and well settled in the nursery.
- On occasions, some staff do not give children time to think and respond to questions to help them to extend their good communication and language skills further.
- Partnerships with parents are a strength of the setting. Staff share information with parents to help them to understand how children's learning can be further supported at home. Parents are very complimentary about the setting. They comment that the staff are supportive towards the whole family and know their individual children very well.
- The provider and manager are dedicated, ambitious and have high expectations of the staff. They are supported very well by a knowledgeable team who enable them to provide good-quality provision for all children.
- Senior room leaders observe, plan and review children's learning and development. However, methods for identifying children's next steps in learning clearly are not consistently precise enough to achieve the best possible outcomes.
- The indoor and outdoor learning environments are rich and imaginatively presented to provide many opportunities for children to investigate, experiment and use their imagination.

What the setting needs to do to improve further

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

- develop staff's teaching skills to consistently provide children with time to respond to questions, to help to extend their communication and language skills to a higher level
- enhance the planning for children's next steps in learning to ensure they are more finely tuned to suit the individual needs of each child.

Inspection activities

- The inspector observed the teaching and learning opportunities for children indoors and outdoors, and the impact this has on their learning and development. The inspector carried out a joint observation with the manager.
- The inspector had a tour of the nursery, and discussed the use of self-evaluation and the current areas identified for improvement.
- The inspector held a leadership meeting with the provider and the manager.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures, and children's developmental records.
- The inspector discussed the arrangements for safeguarding of children at the nursery, including staff knowledge and reporting procedures.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff place a high priority on safeguarding children and are clear about the procedures to follow should they have concerns about a child. The manager closely monitors the progress of the children, including those with special educational needs and/or disabilities. This helps ensure that any gaps in learning are promptly identified and external support is sought. Staff have developed good partnerships with the local schools and other professionals. The manager holds supervisions and staff meetings, and provides opportunities for staff to acquire knowledge and strengthen their skills. Leaders are ambitious and evaluate the setting effectively. They make positive changes, involving the views of staff, parents and children, that help to develop the setting even further.

Quality of teaching, learning and assessment is good

Babies and toddlers show their natural curiosity as they watch with interest and then investigate a variety of tactile materials. Older children think critically and concentrate for long periods of time as they complete challenging puzzles and fill peg boards with coloured pegs. Staff support children to develop their awareness of simple addition and subtraction. For example, staff count plates with the children at mealtimes, and work out how many they have used and how many they need. Younger children delight as they join in with songs and rhymes which help develop their vocabulary and counting skills. Outdoors, children are challenged to climb and run and independently fill trays with water from a hose. Toddlers do 'magic painting' with water and have great fun as they run up and down grassed slopes. Staff support young children well to learn about the sounds letters make as they read stories and encourage children to identify the initial sound.

Personal development, behaviour and welfare are good

Children have many opportunities to play outdoors. They have space to run, chase their friends, use climbing equipment and use their imagination skills. Children thoroughly enjoy exploring the natural environment, which helps contribute to their healthy lifestyles. Staff encourage children to manage tasks for themselves, for example, they lay the table and put on their own coats and shoes to play outside. Babies and toddlers are encouraged to feed themselves and find their own beakers. The on-site chef is a very popular member of the staff team. Children are keen to say 'hello' and thank her for the 'delicious lunch' she has cooked. She spends time talking to the children about healthy eating and what they have enjoyed. Children work well together to reach a goal. For example, they support their friends to be able to use scissors successfully and proudly celebrate their achievements.

Outcomes for children are good

Children understand that print carries meaning and pretend to read to each other. They are given the opportunity to take home a new book every day, and enjoy selecting their own books with their parents. It is clear that children have a good enjoyment of books. This is helping them to develop their early reading skills and prepare them for the next stage in their learning and, when the time comes, transition to school.

Setting details

Unique reference number	EY273653
Local authority	Buckinghamshire
Inspection number	10108561
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 - 8
Total number of places	80
Number of children on roll	54
Name of registered person	The House That Jack Built (Day Nursery) Limited
Registered person unique reference number	RP903519
Date of previous inspection	27 May 2015
Telephone number	01494 564439

Red Kites Day Nursery registered in 2003 and operates from a purpose-built building at Royal Air Force (RAF) High Wycombe in Walters Ash, Naphill. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It receives funding for free early years education for children aged two, three and four years. The provider employs 17 members of staff to work with the children. Of these, eight have relevant early years qualifications, from level 2 to level 6.

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