

Inspection of Rafa Kidz

Little Wings Nursery, Kersley Crescent, Odiham, Hook, Hampshire RG29 1QH

Inspection date:

23 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children present as happy and settled. However, some children are not always engaged in purposeful learning opportunities, which hinders the progress they make.

Due to the COVID-19 (coronavirus) pandemic, adjustments have been made as to how children enter the setting. For example, parents and carers drop children at the door. Although, staff report that initially this was upsetting for some children, an effective system has been put in place to support children's emotional well-being and to ensure positive partnerships with parents continue. Children are observed to arrive with smiles as their key person greets them.

Children who attend the setting are predominantly from military families. Due to this, the leaders place a high focus on building strong bonds with parents and carers and offer a home-from-home environment for children. Children read about 'invisible strings' which is based on a book that the setting use to support children's emotional well-being. For instance, children are taught that although a loved one may not be close, their invisible string means they are always loved, and can always love those they cannot see.

Overall, children behave well. However, when children need reminding of behavioural expectations staff do not offer enough explanation as to why. Children, therefore, at times, do not follow the rules.

Some children show an eagerness to take part in activities that are available to them. They are seen rushing to get in position to listen to a familiar story. Older children are keen to participate as they choose names for the characters in the story. Younger babies enthusiastically splash when enjoying water play. Children learn to take turns and show respect for others as they share their ideas. Other children are less engaged and are observed to flit between activities.

What does the early years setting do well and what does it need to do better?

- The setting team is newly formed. As a result, the learning opportunities and teaching offered to children is variable. Leaders identify that they have focused on building relationships to enable children to settle and feel secure. This is evident as children demonstrate secure bonds with their key people.
- Leaders have a passionate and ambitious vision of the learning opportunities they want to offer all children. However, this is not yet visible in all rooms. For example, younger children take part in music and movement. Staff lead these sessions while sat on the floor and encourage children to stay sitting down. This removes opportunities for the younger children to develop their physical skills at

these times. There are times where older, most able children show low levels of engagement and challenge and, as a result, run around the room disengaged.

- When children do need reminders of behavioural expectations, staff offer little explanation as to why. This results in some children ignoring staff's requests. For instance, when staff ask children to use their 'walking feet' inside. Overall, children behave well. They show good table manners as they sit together and enjoy their nutritional lunch.
- Staff use assessments to know and understand what children need to learn next. However, when some children are identified to be falling behind, staff are not quick enough to develop effective strategies to support those gaps in development or liaise with external agencies to gain support. Particularly for those children with a special educational need and/or disability. This prevents those children from catching up quickly.
- Some staff support children's learning well. For instance, they offer encouragement and hand over hand support to children as they practise scissor control when cutting spaghetti. Staff are quick to identify which children are ready for an enhancement and introduce cutting paper. However, some staff are not as confident. For example, at times, when planning activities for babies, staff do not take into account their age and stage of development. This prevents valuable learning opportunities.
- Children are supported well across the nursery to develop independence skills. Staff gently support babies at lunchtime as they put food on forks and babies happily feed themselves. Slightly older babies are eager to gather their sleep essentials, such as sheets and comforters for their afternoon sleep. Older children independently use the toilet with little prompting required for children to flush the toilet and wash their hands.
- Leaders have systems in place to monitor staff's well-being and performance. However, these are not sharply focused on gaps in staff's knowledge and, therefore, are not fully effective. For instance, some less experienced staff struggle to fully support and challenge their key children and leaders have not yet identified this or put support in place.
- At times, staff promote good communication and language skills. Babies smile as their key person engages in eye contact through a long tube and enthusiastically says 'boo'. Older babies observe this and replicate this with their peers.
- Parents offer positive feedback about the nursery. They feel staff offer smooth transitions as children move on to the next stage in their learning, including the move to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have an effective knowledge of the safeguarding procedures in the event of a concern about a child or an allegation made against a member of staff.

Leaders have supported staff to understand the procedures to safeguard children and how to escalate a concern if they are unsatisfied with the response from those with lead responsibility. Staff understand their role in ensuring the security of the

setting. For example, staff have a robust knowledge of the procedures to follow in the event that a child is being collected by an adult that is unfamiliar to them. Leaders deploy staff effectively to ensure children are supervised well at all times, including when using the toilets and moving between the inside and outside areas.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve systems for monitoring staff practice to help identify areas of development to raise the quality of education to a consistently good level and to help engage all children to make the best possible progress	27/08/2021
ensure assessment is used to accurately identify gaps in children's development and that swift action is taken as a result to ensure children with special educational needs and/or disabilities have the opportunity to catch up quickly.	27/08/2021

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

- extend children's understanding of behavioural expectations within the nursery.

Setting details

Unique reference number	2546235
Local authority	Hampshire
Inspection number	10202254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	67
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	01256262067
Date of previous inspection	Not applicable

Information about this early years setting

Rafa Kidz registered in 2019. They operate from Odiham, Hook in Hampshire. The nursery operate 51 weeks of the year from 7.30am until 5.30pm. The nursery employ 25 staff and of these 16 staff have appropriate early years qualifications from level 3 to level 6. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector and manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection to gain their views.
- The inspector looked at a sample of documentation. This included staff suitability checks and qualifications.
- A leadership meeting was held with the inspector, manager and quality manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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