

Inspection of Spring - RAF Cosford

Raf Cosford, Albrighton, Wolverhampton WV7 3EX

Inspection date: 11 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are making good progress across the seven areas of learning. They play in a safe and welcoming environment. Staff know the children well as individuals. They observe children and assess their different stages of development. Children's learning builds well on what they have already achieved.

Children behave well and play cooperatively. They are confident and sociable. Friendships have formed among the pre-school children, and younger children play happily alongside others. Children learn to share and take turns. Staff build strong bonds with the children, and children's emotional security is initially addressed well because staff arrange a gradual settling-in period with parents. Transition arrangements are very good as babies and children progress through the nursery. Parents are kept well informed about their child's planned move and who the child's new key person will be. Children confidently decide whether to play indoors or outdoors and they choose and select toys for themselves.

Children are physically active every day. They gain confidence and skills while playing on large equipment that challenges them effectively. Older children learn to recognise potential risks while playing in the forest-school environment. Meals and snacks are healthy and nutritious, and mealtimes are treated as social occasions. Children's different dietary needs are known by the cook and all childcare staff, and they ensure that children are never at risk from food that it is unsafe for them to eat.

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

- Staff challenge children effectively so that their learning builds on what they already know and can do. Children develop good skills that help them to be ready for the move on to the next stage in their education.
- Staff ensure that children with special educational needs and/or disabilities receive the additional support that they need. They work effectively with parents and other professionals to ensure that children make as much progress as they can.
- Older children confidently express their views and opinions. The deputy manager identifies that some children needed additional support with their communication and language skills as a direct result of the COVID-19 pandemic. She describes how she expects staff to support children in developing language skills through their play and routines. However, at times, staff who care for younger children do not use the correct pronunciation of words and do not give the children time to think when questions are asked of them. This hinders the progress that some children make.
- Staff organise activities that they know relate to children's emerging interests.

Young children have opportunities to play in mud, plant seeds and learn about the growing process. However, some of the planned adult-led activities for these children are not organised well enough so that they can get involved. This results in unnecessary waiting times and a lack of challenge to support their learning.

- Older children are thoroughly engaged while playing in the forest-school area. They collect magnifying glasses and small pots and then search for minibeasts. They are excited when successful in finding slugs, woodlice and worms. Children are keen to show staff and inspectors, and talk about what they have found.
- Policies and procedures are effective and inclusive for those children who attend. Staff support children's learning about traditions and communities beyond their own. They encourage children who speak English as an additional language to use their home language while also gaining language skills in English.
- Staff support children in managing simple tasks for themselves and in developing self-care skills. For example, children learn to put on and take off their coats. Staff skilfully promote learning in other areas while children make decisions about what they want to eat at mealtimes. For example, older children use their good handling skills and cut and count the number of slices of banana that they want to eat at snack time.
- Staff manage behaviour effectively in accordance with children's different stages of development. Older children listen intently to safety rules and wait patiently for their turn to get dressed before getting involved in a new fencing activity. Staff understand that some very young children sometimes bite other children. They try to establish if there is any particular reason for this behaviour, such as frustration due to not yet having language skills. Staff look at books with the children that help them to learn that their mouths are not for biting.
- Parents are happy with the progress their children are making. Staff work with them to help their children to settle. They engage parents in their children's development and learning in the setting and at home, and keep parents informed about their children's achievements and progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the deputy are the designated leads for safeguarding and they cascade the knowledge they gain from their training with the staff. Information is regularly shared at staff meetings through scenario discussions. Staff supplement their knowledge with the completion of online courses. They know the signs of abuse and neglect and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Procedures for recruitment and selection are robust in ensuring the suitability of staff. The premises are safe and secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

What does the setting need to do to improve?

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

- improve the organisation of some adult-led activities to ensure every child's development is enhanced, and reduce waiting times for children during some of the planned activities
- give young children more thinking time when questions are asked of them, and consistently use the correct pronunciation of words when engaging with children.

Setting details

Unique reference number	EY539502
Local authority	Shropshire
Inspection number	10229957
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 at time of inspection	0 to 12
Total number of places	100
Number of children on roll	127
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01902 377221
Date of previous inspection	22 February 2019

Information about this early years setting

Spring - RAF Cosford registered in 2016 under the proprietorship of Action for Children. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications ranging from level 2 to level 6. Three staff hold qualified teacher status. 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.

Information about this inspection

Inspectors

Jan Burnet
Hayley Lapworth

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The deputy manager and inspectors completed a learning walk together of all areas of the nursery. They discussed the early years curriculum and the safety and suitability of the premises.
- Staff and children spoke with the inspectors during the inspection.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the deputy manager.
- The inspectors spoke with parents and took account of their views.

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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