

Inspection of Red Kites Day Nursery

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

Inspection date: 19 April 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are breaches in the safeguarding requirements because some staff do not have sufficient knowledge of how to respond to any concerns about a child's welfare. This has a significant impact on children's safety and well-being. However, arrangements to promote children's learning are strong and effective.

Children behave well and are happy and settled. Staff have high expectations for all children. Children develop a wide range of skills that prepare them well for future learning. For instance, they learn to respect others, confidently express their views and develop very good manners.

All children, including babies, develop a keen interest in books. Recently, older children created their own stories and made books. Children develop and use a wide range of vocabulary. For instance, during the inspection they learned the meaning of the word 'organic' and confidently talked about items that are made of glass or plastic.

All children develop good independence and physical skills. They learn to dress themselves, help to lay the table, serve themselves, and clear away the plates at mealtimes. Younger children learn how to safely and independently use steps on a raised platform in the garden.

Children are very motivated to learn and explore. For instance, they enjoy planting and growing fruit and vegetables in the nursery allotment. Children are proud of their achievements. They eagerly contribute to displays in the entrance area.

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

- Although the provider, who is also the manager, and senior staff know what to do if they are concerned about a child's welfare and safety, not all staff working with the children have a secure understanding of child protection policies and procedures. This does not adequately safeguard children.
- The provider is committed to employing qualified staff to work at the nursery, although this has proved difficult due to the COVID-19 pandemic. She is currently supporting four unqualified staff to gain appropriate childcare qualifications in order to meet qualification requirements.
- Staff provide children with good-quality care and education. The provider meets with senior staff every morning and shares information about children's individual needs. All staff know children and their families extremely well. Staff are attentive to children's individual care needs. They provide all children, including babies, with a nurturing environment and work well with parents to follow the routines that babies have at home.

- Staff provide children with a range of interesting activities that support their learning and development well. They join in children's play and encourage them to develop new skills. For instance, staff challenge children's physical development by encouraging them to use spoons and ladles to transfer plastic balls floating in a water tray.
- Staff have improved how they extend children's communication and language skills. They talk aloud, role model language well and initiate games of 'peek a boo' that make babies smile with enjoyment. Staff give older children time to talk and ask questions that encourage them to respond. For instance, children remember and say that the carrots they have planted at home and in the nursery allotment need sun and rain to grow.
- Since the last inspection, staff have improved how they identify and support children's next steps in their development. They make sure that children's learning is secure, before moving them on. As a result, children are motivated to learn, develop confidence and a sense of achievement, and are well prepared for future learning.
- Staff skilfully support children to listen and behave cooperatively. They successfully gain children's attention and develop their concentration skills during large-group activities. Staff provide children with a routine and talk to older children at the beginning of each day to remind them what is expected.
- The provider and staff work well in partnership with parents to meet children's individual needs, for example to help children settle into the nursery and develop their independence. Parents spoken to during the inspection state that their children have come along in 'leaps and bounds' and are well prepared for starting school.
- The nursery cook provides children with healthy, nutritious meals. On the day of inspection, children thoroughly enjoyed eating 'cowboy stew'. They thanked the cook for their lunch when she came into the room at the end of lunchtime. Staff make good use of mealtimes to extend children's mathematical development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that the safeguarding training she provides for staff is effective. Consequently, some of the staff who work directly with the children do not have a good enough knowledge and understanding of safeguarding policies and procedures. They do not know what to do if they are concerned about a child's welfare and safety, and do not understand risks related to 'Prevent' duty and wider safeguarding concerns. Although the provider, who is the safeguarding lead, fully understands her role and responsibilities to protect children, arrangements are not sufficiently robust to ensure their safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff receive training that enables them to understand safeguarding policies and procedures and have up-to-date knowledge of safeguarding issues, including the 'Prevent' duty	20/05/2022
ensure that at least half of the staff employed to work with the children hold an approved qualification at level 2 or above.	20/05/2022

Setting details

Unique reference number	EY273653
Local authority	Buckinghamshire
Inspection number	10205691
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 4
Total number of places	80
Number of children on roll	64
Name of registered person	The House That Jack Built (Day Nursery) Limited
Registered person unique reference number	RP903519
Telephone number	01494 564439
Date of previous inspection	29 August 2019

Information about this early years setting

Red Kites Day Nursery registered in 2003. It is located in Naphill, Buckinghamshire. The nursery opens each weekday from 7.30am to 6pm, for 51 weeks of the year. It receives funding for free early years education for children aged three and four years. There are 11 staff employed to work with the children. Of these, four have relevant early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector talked with children, parents, staff and the manager at appropriate times during the inspection.
- The inspector observed children taking part in activities, indoors and outdoors.
- The manager and the inspector completed two joint observations.
- A range of relevant documentation was viewed.

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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