

Inspection of Rafa Kidz

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

Inspection date: 15 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children happily come into nursery, as it 'feels just like home'. They have warm and loving relationships with their key person. Children hold their hands out for a cuddle with their key person as they arrive. They settle quickly and are eager to start playing.

Children develop their independence skills as they progress through the nursery. For example, children learn how to use cutlery, starting with spoons in the baby room, and developing to the use of knives and forks in pre-school. Children behave well and all children make good progress. Children's listening and attention skills are skilfully developed by staff. For example, very young children sit engaged in group time. They enjoy listening to and doing the actions of favourite nursery rhymes. They remain fully focused on the activity far longer than is to be expected.

Children explore their artistic abilities as they use mini easels to recreate their own Van Gogh pictures, using his pictures as a prompt. Children are highly engaged in this and think carefully about their pictures as they use water colours with care.

Children are highly supported when it comes to parents being deployed. One of the ways in which the nursery does this is by teaching children about the 'invisible string' that connects them to the people they love, even if they are not in the same place.

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

- The highly driven leadership team have made significant improvements since the last inspection. They recognise areas of weaker practice, and are implementing action plans to raise the quality of teaching further. Leaders recognise that this is a journey and it will take time to fully develop the quality of teaching to the highest level.
- The leadership team have created a curriculum that is ambitious and challenging for all children. They build on children's knowledge as they progress through the nursery. The leadership team ensure that their curriculum is highly focused on communication and language and developing personal, social and emotional skills.
- The leadership team highly value their staff. They have built a culture of openness and honesty which means staff feel able to ask for support, if needed. The leadership team carry out supervisions regularly to review staff's well-being and performance.
- Staff are passionate and enthusiastic about attending training days. They are keen to cascade the knowledge learnt to their colleagues to develop practice further across the provision.

- Parents speak very highly of the setting. They explain the staff are supportive and very approachable. Parents enthusiastically talk about how the nursery staff inspire them with ideas on how to extend children's learning and development further.
- Older children learn to wash their faces with flannels, using a mirror as a guide after their lunches. This helps to promote children's understanding of self-care. However, fully supporting children with their personal hygiene routines is not consistent throughout the nursery. For example, younger children, at times, have runny noses that are not immediately addressed by staff.
- Children learn how to keep themselves safe during a heatwave. For example, very young children recognise that when it is hot they need sun cream on before they can go outside. Staff ensure children drink plenty of water throughout the day.
- Children understand the behaviour expectations of the staff and the reasons behind these. They follow the 'golden rules', which are displayed prominently in each room. For example, children learn not to run indoors, as they may trip and hurt themselves.
- Children's language is supported well by staff. They introduce children to new words as they play, such as 'carnivore' and 'herbivore'. Staff build on children's sentences as they model vocabulary. For example, when playing 'ice cream shop', staff extend sentences further, adding 'in a cone or in a tub', when children order 'ice cream.'
- Children with special educational needs and/or disabilities (SEND) make good progress. Staff use a variety of methods to meet the needs of the children in their care. For example, staff use 'the colour monster' to help children understand their feelings and to be able to share them, such as by saying which colour they are feeling.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They know the signs and symptoms that may indicate that a child is at risk from harm. Staff know how to report concerns, including allegations against staff, to the relevant agencies. They ensure they follow up on concerns, both internally and with the relevant external agencies. Staff understand the variety of safeguarding issues that may be more prevalent in their local area. They ensure they keep their training up to date. Staff are aware of how deployment can also affect a family, and as a result they check in with families, beyond expectations, to ensure the well-being of the whole family.

What does the setting need to do to improve?

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

- continue to use training, coaching and mentoring to develop teaching even further to the highest quality
- further develop the personal-hygiene routines to ensure children's needs are consistently met.

Setting details

Unique reference number	2546235
Local authority	Hampshire
Inspection number	10204251
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	23 July 2021

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 to 5.30pm. The nursery employs 25 staff, and of these 15 staff have appropriate early years qualifications, from level 3 to level 6, and two have a qualification at level 2. The nursery receives funding to provide free early years education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider, and has taken that into account in their evaluation of the provider.
- The leadership team explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the leadership team and staff during the inspection.
- The deputy manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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