

# Inspection of Spring-Raf Shawbury

Royal Air Force, Shawbury, Shrewsbury, Shropshire SY4 4DZ

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Inspection date: 9 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Babies and children enjoy a wide range of fun and exciting activities. They remain engrossed in play and excitedly anticipate learning new things. Staff are animated and enthusiastic teachers. They interact with children with tremendous energy, which in turn helps to excite and engage children in their play. For instance, babies giggle as they play with multicoloured ribbons. They enthusiastically throw ribbons, developing their emerging physical coordination. Staff play alongside children and their animated interactions help to extend children's concentration and focus. Children of all ages are well supported in their learning. They enjoy entertaining and fun activities. Children are curious and inquisitive learners.

Children's friendships flourish. They invite their friends to play games, and enjoy each other's company. Children are social, and friendships help them to learn how to play cooperatively and understand other's feelings. To illustrate, children use their imagination as they dress up. They play together, deciding which roles they will undertake in the imaginative game. Children play harmoniously. Furthermore, mealtimes are lovely, social occasions. Children and staff eat together. They talk about their day, chatting about the fun activities they have enjoyed. Children are social and enjoy the company of others. They behave well. Staff remind children what is expected of them, and behaviour-management techniques are effective. Boundaries are clear, fair and consistently delivered. For example, staff remind children to walk inside, explaining that they may trip if they run. Children respond well, and slow down to walk. Children are respectful and know right from wrong. They demonstrate impressive manners and are polite and helpful. Children frequently say 'please' and 'thank you' without prompt. Children develop a range of positive attitudes which create a secure foundation for their future learning.

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

- The atmosphere throughout the nursery is welcoming and inviting. Children arrive happy and confidently wave goodbye to their parents. Parents compliment the staff on the gentle and kind care they provide for their children. This is a happy and nurturing nursery.
- The manager is motivated and forward thinking. A detailed and ambitious action plan is in place to aid future development and improvements. The quality of the nursery is good and continually improving.
- Staff complete regular training. New knowledge is effectively shared with colleagues to ensure training has the best possible impact on children. Staff comment they feel well supported by the manager who strives to create a culture of professional development. The manager monitors staff practice; however, peer observations do not always offer precise learning points to build staff knowledge and skills even further.

- Staff are dedicated and committed to the nursery. Notably, many of the staff team have worked at the nursery for a number of years. This helps to promote good teamwork and consistency for the children who attend. Children benefit greatly from the experienced staff team who support them.
- Observation and assessment procedure are well established. Staff observe children and know what they like and can do. They use this information and knowledge to plan age-appropriate activities linked to their interests and development stages. Assessment and planning procedures help to create a secure foundation for learning. All children make good progress in their development.
- Children are confident communicators. Staff use effective teaching strategies to extend children's communication skills. They ask questions, listen to children's responses and engage in two-way conversations. Babies listen to singing, and repetition is frequently used to help them to understand what words mean. All children make good progress in their language skills.
- Staff are kind and attentive to children's needs. Children benefit from plenty of cuddles and warm interactions. They respond well and are ready to learn. The role of the key person is well established, and children demonstrate they are happy and emotionally secure. However, sometimes, routines for babies do not offer sufficient flexibility to quickly respond to their changing needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand how to identify and respond to child protection concerns. The manager checks staff safeguarding knowledge regularly, and training includes wider safeguarding topics, including radicalisation and extremism. All areas of the nursery are safe and secure. Rigorous and effective risk assessment are in place to ensure that children play and learn safely. Recruitment and induction procedures are robust to help to maintain quality standards when new staff join the team. Children's welfare is well promoted.

## **What does the setting need to do to improve?**

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

- strengthen procedures to monitor staff practice and provide staff with clear and precise targets to improve their already good teaching even more
- help staff to understand the importance of ensuring daily routines are flexible to respond swiftly to children's changing needs.

## Setting details

<b>Unique reference number</b>	2505269
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10207748
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Telephone number</b>	01939 250351
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Spring-RAF Shawbury registered in 2019. The nursery opens Monday to Friday, from 7.30am to 6pm. They operate for 50 weeks each year, closing for two weeks over the Christmas period. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Michelle Jacques

## Inspection activities

- This was the first routine inspection the setting 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.
- The manager and inspector completed a learning walk around the nursery and discussed how the curriculum is designed.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching and evaluated the impact of adult interactions on children's development.
- The inspector spoke with children, staff, parents and the manager during the inspection. Their views and comments were considered.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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