

Inspection of Spring - RAF Boulmer

Raf Boulmer, Portal Place, Longhoughton, Alnwick, Northumberland NE66 3JN

Inspection date:

12 December 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they build positive relationships with staff that care for them. They cuddle up close to staff as they listen to familiar stories and join in with songs. Children develop their independence skills and learn to do things for themselves. For instance, pre-school children can put on their own aprons and serve themselves during mealtimes. Children form friendships and invite one another to join in their games. They work together to make marks with paint on paper and concentrate as they complete puzzle games and jigsaws.

Children develop physical skills. For instance, babies are encouraged to take their first steps and older children learn to balance as they walk across beams. Children benefit from a safe and welcoming indoor environment that is suitably resourced. However, the curriculum is not reflected in the outdoor learning environment. Staff complete risk assessments. However, support for children to develop an awareness of how to manage their personal safety is variable, particularly in cold weather conditions. Although this does not have a significant impact on children's safety, staff do not ensure that they make the best use of resources and space during outdoor play games. That said, children show that they engage well in their play.

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

- The manager evaluates the overall quality of the setting and identifies areas of weaknesses. She is approachable and works hard to offer support for staff, including promoting staff well-being. Staff have access to regular training, supervision sessions and staff meetings. However, some performance management strategies are not sufficiently focused to help ensure the curriculum is well embedded into practice. For instance, planned activities are too directed and challenging for some children.
- Children spend time filling and emptying containers during sand and water play games. Staff introduce words such as full and empty as children play and encourage them to join in with counting games. This helps to suitably develop children's mathematical understanding.
- Older children show that they are aware of what happens next in the daily routine. They learn to help to tidy away toys and resources and prepare for mealtimes. However, younger children are left waiting too long at transition periods, due to lack of organisation. This includes before and after outdoor play and preparation for mealtimes. This means that some children lose interest in what they are doing.
- Parents comment on the positive interactions between staff and their children. They are provided with regular information about their children's time at the setting. This includes sharing observation and assessment information through a digital online platform. Children are offered to take story books home to share

with their parents to help continue to promote children's communication and language development. Furthermore, children take it in turns to take 'Bobby Bear' home and tell their friends about the adventures Bobby has been on when visiting their house.

- Most children behave well for their age. However, there are occasional lapses, when some children require additional support around how to manage their feelings and behaviours. Staff have introduced story time and puppets to help children to label their emotions and talk about how they are feeling.
- The manager and staff follow suitable hygiene procedures and promote oral health to parents. Children benefit from a range of nutritious meals and snacks and learn the importance of washing their hands before they sit down to eat. This helps to develop children's understanding of leading a healthy lifestyle.
- Staff are nurturing towards children. They encourage them to have a go and offer praise and encouragement when children try. Staff working with older children recognise when they have tried particularly hard on tasks. Children are rewarded with special tasks, such as helping their friends at lunchtime or sitting on a 'special table'. This helps to suitably promote their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff follow appropriate safeguarding procedures and practices. Recruitment and vetting procedures are in place and the manager reviews the ongoing suitability of staff. She is aware of the procedure to follow in the event of an allegation being made about a member of staff. There is a clear focus on child protection training. This includes annual reviews of the setting's policies and procedures, which are shared with staff. Staff are aware of the possible indicators of abuse and the procedure to follow in the event of a concern about the welfare of a child. The indoor environment is safe and secure. This means that no unauthorised persons can enter the premises.

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
implement a consistent, ambitious and challenging curriculum that enables children to have a clearer understanding of how to manage personal safety and benefit from quality learning, both indoors and outdoors	10/01/2023

develop staff's understanding of the setting's curriculum and how this is implemented into practice.	10/01/2023
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To further improve the quality of the early years provision, the provider should:

- develop transition times, particularly for younger children, to ensure that they are not left waiting too long for the next part in the routine.

Setting details

Unique reference number	EY539498
Local authority	Northumberland
Inspection number	10266520
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 11
Total number of places	45
Number of children on roll	42
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01665 572133
Date of previous inspection	26 March 2018

Information about this early years setting

Spring - RAF Boulmer registered in 2016. The nursery is open for 51 weeks of the year and closes for bank holidays. Operating hours are Monday to Friday, 7.30am to 6pm. The nursery employs eight members of staff. Of these, six hold relevant childcare qualifications at level 3 or above, including one with qualified teacher status. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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