

Inspection of RAFA Kidz Brize Norton

Royal Air Force, Brize Norton, CARTERTON OX18 3LX

Inspection date: 27 March 2023

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is inconsistent. The newly appointed manager has started to provide support and training to staff. However, this is in its infancy and is not yet sufficient to improve the quality of care and help staff to fulfil their roles and responsibilities.

Children's overall experiences vary depending on the staff working with them. At times, some staff provide strong interactions and know what the children need to learn. However, other staff do not know what their key children's next steps are or how an activity supports their learning. Some staff communicate well with the children. However, this is not consistent across the staff team, as some staff busy themselves with routine tasks rather than providing children with good quality care and education.

Children enjoy the suitable toys and resources available to them that hold their interests and support their development well when used purposefully. Children show they feel secure as they explore. Although a key-worker system is in place, this is not effectively implemented by staff. For example, unsettled younger children are reassured that they will be ok when they are upset. However, their key staff do not give them the emotional support they need. This has an impact on how secure children feel and their attitudes and engagement in learning. Nevertheless, older children are developing skills that help them behave well, for instance they learn to share and take turns.

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

- The newly appointed manager has an accurate view of what it is like for a child. She has made some significant changes to the nursery since taking on the role, such as making the pre-school space more purposeful. In addition, she has started reflecting on staff skills through supervision. However, this has not been fully cascaded to all staff to help them improve their quality of teaching and understand their roles and responsibilities.
- The quality of staff practice is inconsistent. Some staff do not support children's learning and development well enough. This is because they are unsure about how the activities provided support children's learning. Other staff do not fully understand the learning intentions of activities or what individual children, including their own key children, need to know next. Regardless of this, children are making sufficient progress in their learning. For example, babies are learning to walk, and older children are developing skills to help them to count.
- Staff generally talk to children as they play. However, this is not consistent or purposeful to help support children's developing communication and language. For example, some staff stand and do not engage with children while they play

outside. Others do not give sufficient time for children to think and answer the questions asked. Nevertheless, some staff get on the children's level to talk to them about what they are doing and play with them suitably.

- When teaching is of a better quality, children enjoy activities where they listen and respond with enthusiasm. For example, some staff read stories excitedly, sing songs and support children to explore with sensory media and materials. Staff promote children's imagination well. For instance, children in the pre-school have fun playing with the kitchen area. They talk about their families and re-enact the roles of people at home.
- Children enjoy the snacks and meals available to them and they are developing some independence skills. For example, the older children serve themselves at lunchtime and younger children are encouraged to feed themselves. Children enjoy nutritious and freshly prepared meals. However, staff do not fully support them to understand how healthy eating contributes to their overall health and fitness.
- Parents are happy about the care their children receive. They comment that they feel their children are making progress and that information sharing is good. Staff support children's learning at home. For example, they provide parents with books and activity packs to do with the children.
- Children behave well and respect each other. Older children have clearly formed good relationships, as they play with and alongside each other. Most children are supported in their understanding of their emotions, for example through use of the 'colour monster' games and discussion. However, weaknesses in the key-person system mean that some younger children do not consistently receive the support they need to feel secure and manage their own feelings.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to keep children safe. New policies and procedures have been adapted to ensure that all children are within sight and hearing at all times when arriving and departing the nursery. Staff have completed safeguarding training, and management ensure that they quiz staff regularly to keep their knowledge current. Staff understand the signs and indicators that may mean a child is at risk of harm and they are confident in the procedures to follow if concerned. Suitable recruitment procedures are in place to ensure that staff working with the children are safe to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

improve interactions with children during activities and daily routines, to provide them with consistently effective support and challenges in their individual learning	24/04/2023
provide all staff with effective supervision, support, coaching and training to ensure staff have clear understanding of their roles and responsibilities	24/04/2023
strengthen the arrangements for the key person approach to ensure that children's care needs are met and that learning is tailored to meet their individual needs	24/04/2023
implement a curriculum which is ambitious and provides children with challenging learning experiences to help them make consistently good progress.	24/04/2023

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

- extend support for children understand the importance of living a healthy lifestyle.

Setting details

Unique reference number	2681612
Local authority	Oxfordshire
Inspection number	10281574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	106
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	0199384396
Date of previous inspection	Not applicable

Information about this early years setting

RAFA Kidz Brize Norton registered in 2022. The nursery is open Monday to Friday, between 7.30am and 5.30pm, 51 weeks of the year. The nursery receives funding for free early education for two-, three- and four-year-old children. There are 40 members of staff who work with the children, 23 of whom have early years qualifications at level 2 and above.

Information about this inspection

Inspectors

Tracy Bartholomew

Lisa Robinson

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 has taken that into account in their evaluation of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspectors.
- The manager and the inspectors completed two joint observations together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspectors about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with one of the inspectors.

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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