

Inspection of Spring - RAF Wyton

Bennett Childcare Centre, Wiltshire Road, Huntingdon PE28 2EX

Inspection date: 5 September 2023

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

The provision is good

Children benefit from a well-designed curriculum that helps them build on what they know and can do over time. Staff take time to get to know children and their families when they start. Children build strong bonds with staff. They show through their body language and engagement that they feel safe, secure and ready to learn. Children are happy and well settled. They know what to expect as they become familiar with the nursery's routines.

Staff act as good role models for children, consistently using good manners and seeking children's consent to change their nappies. Children are supported well by staff to learn about their emotions and how their behaviour may affect others. They learn to share and take turns, recognising each other's right to play.

Staff plan well to help children build good communication and language skills. They tailor their interaction to each child to help them gain increasing understanding and confidence. Building on back-and-forth interactions with babies, staff help children to build a good vocabulary and encourage them to express their ideas and thoughts. Children repeat words and phrases when they listen to stories. They confidently share with staff what they did on holiday or at the weekend.

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

- Leaders use their professional knowledge of typical child development well to establish an effective curriculum. Staff are well trained to deliver the curriculum and support children to gain the key skills and knowledge they need for life and the next stage in their education.
- Leaders check staff practice effectively. This helps them to identify and prioritise areas to improve. Staff state that they feel supported to fulfil their roles and seek ways to improve further. They receive training and coaching to help them develop their practice and are supported to gain relevant professional qualifications. Staff work well together as a team.
- Parents are very positive about the care and education that their children receive. They state that they receive information about their child's day and how they can support ongoing learning at home. Parents comment that their children enjoy coming to nursery.
- Children with special educational needs and/or disabilities receive good care and tailored support to meet their individual needs. Staff work closely with parents and other professionals to provide appropriate challenge that helps children to make good progress.
- Staff review children's progress regularly and plan effectively for what children need to learn next. They promptly identify if children are at risk of falling behind their peers and provide targeted support to help them catch up. Leaders make

effective use of any additional funding, such as providing role-play resources to help prepare children for different life events.

- Children are keen to do things for themselves. Staff encourage children to 'have a go' and provide opportunities for children to practise new skills. This helps children to gain independence in their self-care routines, such as managing their toileting needs and using cutlery successfully at mealtimes. Children practise pouring water into different containers and from different heights. This helps to develop their hand-to-eye coordination in readiness for practising their early writing skills.
- Staff help children to develop healthy lifestyles. Children eat well, enjoying the varied and nutritional range of meals and snacks that the nursery provides. They learn about their bodies as they join in with different energetic games. Children listen to staff to follow the actions in games that teach children positional language as well as names for their body parts. For example, children place their hands on their hips and sway to the right and left, then touch their elbows.
- Sometimes, in the pre-school room, transitions between routines and activities are not managed well. Children do not always know what comes next. At times, some children wander and do not engage in purposeful activity. They do not always benefit from purposeful interaction or direction by staff to help them make the most of the educational opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture around safeguarding. Staff prioritise children's safety and welfare. They attend regular training about child protection and receive regular updates about changes and local safeguarding issues. Staff know what to do should they have any concerns about a child or an adult working with children. Leaders follow robust recruitment procedures that help to assure the suitability of adults working with children. Leaders review attendance, medical and accident records regularly to help identify any emerging patterns that may indicate a child is at risk.

What does the setting need to do to improve?

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

- support staff in the pre-school room to consistently maintain the quality of interaction and engagement with children throughout the day.

Setting details

Unique reference number	EY539501
Local authority	Cambridgeshire
Inspection number	10309143
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	78
Number of children on roll	88
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01480 450972
Date of previous inspection	16 August 2018

Information about this early years setting

Spring - RAF Wyton registered in 2016. The nursery operates 51 weeks of the year, except for bank holidays and the week between Christmas and New Year. It is open from 7.30am to 6pm each weekday. The nursery employs 20 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 2 or above, including one who holds early years teacher status. The nursery provides funded early education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- This was the first routine inspection the nursery 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 deputy manager, 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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