

Inspection of Spring - RAF Cosford

RAF Cosford, Albrighton, Wolverhampton WV7 3EX

Inspection date: 27 June 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

Ofsted has not been informed of a change to those associated with the company. Although this is a breach of requirement, there is no impact on children as these adults have minimal contact with children. Children eagerly enter the nursery and are happy and settled. They share close bonds with staff, who know them well. Young babies approach staff for cuddles and reassurance. This demonstrates that they feel safe and secure in their care.

Older children delight in mixing paint, water and glitter. They use different tools to make marks on a large tray and extend the activity as they use water and brushes to make marks on the wall outside. This helps to build the small hand muscles needed for their future writing. Staff follow the children's interests effectively, which means that activities keep children engaged for a long time and help to deepen their knowledge. Staff have high expectations for all children. Children behave well. They are kind and polite. They help their friends and show empathy towards one another. For example, the most able children help those who need extra support to pour their own drinks.

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

- Leaders have not kept Ofsted informed about changes to those associated with the company as is required. However, these adults have little or no contact with children, who are always well supervised by staff. The impact on children is therefore negligible and their safety and welfare is promoted.
- Leaders are not always clear about the pressures placed on staff. The deputy, who is covering for the manager, has only just returned from maternity leave. As a result, she does not yet have a clear knowledge of the changes that have taken place in her absence. Deputy managers have not received enough support from leaders for them to fulfil their role effectively. Despite this, well-qualified staff in the rooms deliver a structured and interesting curriculum. Children make good progress in their learning and are well prepared for their next stage in education, including the move on to school.
- The quality of teaching is good. Staff follow the children's lead and extend learning opportunities effectively. Children confidently move around the nursery and engage in activities. They show a good attitude to learning. Children listen, follow instructions and show respect towards adults and their peers. This helps them to form friendships and learn to share resources.
- Support for children with special educational needs and/or disabilities (SEND) is good. Attentive staff use signing and flashcards to support children's communication. As a result, children with SEND are well prepared for what is happening next in the routines of the day. This also helps them to feel valued and secure. Staff make good use of assessments to set specific targets that are

shared regularly with parents. Therefore, gaps in children's knowledge close quickly.

- Parents speak well of the nursery. They comment that information is shared regularly via an online app. All parents spoken to know who their child's key person is and what they are working on next. This effective two-way communication means parents can support their children's learning at home. As a result, children can practise learning more frequently so that it deepens their knowledge and understanding.
- Children are learning about healthy lifestyles. They enjoy daily outdoor play. They pedal on bicycles, balance on logs and roll hula hoops. This helps to build on their physical skills. Children eat balanced and nutritious meals and snacks. They have access to fresh drinking water and this supports good oral health. There is an effective system for allergy management. Colour-coded plates and information boards help to prevent the cross-contamination of allergens.
- Staff know the children well. There is an effective key-person system. All key persons have a 'buddy' who works at different times. Children therefore always have someone present who knows them well and what their next steps are. This helps children to feel secure and supports their developmental progress. Interactions between staff and children are warm and meaningful. Children affectionately approach staff for a hug and share how they are feeling. Consequently, children's emotional well-being is supported well.

Safeguarding

The arrangements for safeguarding are effective.

The deputy manager and staff fully understand their role and responsibility to safeguard children. Staff know the signs to look for if they are concerned about a child's welfare. The deputy manager and staff know the procedure to follow if they are worried about a child. They know who to contact if an allegation is made against a member of staff. Staff complete regular risk assessments of the learning environment and swiftly remove any hazards. They count children in and out of rooms and deploy themselves effectively to keep children safe.

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
ensure changes to the individuals who are directors are notified to Ofsted so that checks on their suitability can be carried out.	26/08/2023

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

- build on the quality of staff supervisions to ensure all staff are provided with support, coaching and training that leads to continuous improvement within the nursery.

Setting details

Unique reference number	EY539502
Local authority	Shropshire
Inspection number	10300070
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 5
Total number of places	100
Number of children on roll	110
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01902 377221
Date of previous inspection	11 April 2022

Information about this early years setting

Spring - RAF Cosford registered in 2016 under the proprietorship of Action for Children. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to level 6. Two staff hold qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the deputy manager.
- 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 viewed the provision and discussed the safety and suitability of the premises.

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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