

Inspection of RAFA Kidz Medmenham

RAFA Kidz Medmenham, West Close, Medmenham, Buckinghamshire SL7 2EH

Inspection date: 6 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm and welcoming setting. They are extremely well supported by staff who know their needs exceptionally well. Children show that they feel safe and secure. The dedicated and enthusiastic staff build strong bonds with the children and their families. Regular and effective assessments inform staff's approach to children and they plan precisely for each child's next stage in their learning. All children make excellent progress.

Staff have very high expectations for children's behaviour and development. Children are exceptionally confident and independent learners. They show a positive attitude to learning and excitement as they tackle activities. Children's behaviour is impeccable and they know what is expected of them. Staff skilfully plan activities that build on children's team building skills. For example, younger children successfully balance on a beam in the garden. When some children struggle to negotiate the step up, staff support them to find a solution. Children use their existing knowledge and experiences to decide to add tyres to stand on. They work together to move the tyres to the right place and are immensely proud of their achievement.

Forest school sessions provide children with new experiences and exciting opportunities that enhance their imaginations. For example, pre-school children enthusiastically recreate the 'The Three Little Pigs' story. They work together in groups to build houses from straw, bricks and large sticks that they have previously collected from a walk to local woods. Children problem solve and quickly decide that the straw is not suitable for a house. Staff expertly extend this activity by supporting children with a game of 'What's the time Mr Wolf?' Children show high levels of engagement in all activities.

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

- The dedicated and enthusiastic manager works closely with the deputy manager to ensure that the needs of children, their families and staff are met. They successfully complete regular evaluations of the setting and consistently make targeted changes to improve practice. One-to-one meeting's with staff support their well-being and identify any learning needs. Staff are happy and feel extremely well supported.
- The ambitious curriculum provides exciting learning opportunities for children. Managers and staff have a fully clear vision for what they want children to achieve during their time at the setting. Staff implement the curriculum to the highest standard. Children gain excellent knowledge to support them with their future learning.
- A large majority of children that attend have a parent in the Royal Air Force.

Managers and staff recognise the needs of the children and families and provide them with exceptional support. Children are helped to understand where their parent has been deployed. Deployment maps are used to pinpoint the country the parent is in. Staff use time strips to help children understand when the parent will be home.

- Communication and language is supported exceptionally well. During activities, staff expertly balance their interactions with children. Staff give children space to lead their own learning and enhance this by asking relevant questions. Staff identify children's individual needs and put plans in place to support their development. If concerns in speech are identified, staff put action plans in place. They monitor the impact of support and adapt this if needed. Staff work with other agencies to ensure that children and families receive the support they need in the quickest time possible.
- Children's personal, social and emotional development is supported through a variety of age-appropriate activities. Staff encourage children to be independent in line with their age and stage of development. For example, at lunch time, older children self-serve their food. All children are encouraged to feed themselves, which they do very well. Children identify when they need their noses wiped and use the nose wiping stations to manage this themselves. Children share and take turns very well. If conflicts arise, staff expertly support children to manage these themselves.
- The manager and her team ensure that there are strong communication links with parents. Parents receive regular feedback about their child's day, progress and next steps in their development. Staff provide information to help with home learning. Weekly updates provide information about what the children have been doing during the week. Parents describe the staff as dedicated, positive and committed. They value the support they receive as families.
- Staff encourage children to have a healthy lifestyle. The chef works closely with staff to plan cooking activities and provide opportunities for children to try new foods. This includes vegetables that the children have grown in the garden. The manager and staff recognise and nurture the love children have for nature and being outdoors. The nursery's carefully designed garden is planned to meet the needs of each age group. This provides excellent outdoor learning for all children. The forest-school sessions provide children with new experiences, such as lighting fires and climbing trees. These activities support children to take appropriate risks.
- Children with special educational needs and/or disabilities are supported very well. Staff are quick to identify delays in children's development and put effective plans in place. They work closely with parents and other agencies to ensure that children and families receive the help and support they need in the quickest time possible.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's

interests first.

Setting details

Unique reference number	2732014
Local authority	Buckinghamshire
Inspection number	10325856
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	1 to 4
Total number of places	38
Number of children on roll	47
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	01628 562000
Date of previous inspection	Not applicable

Information about this early years setting

RAFA Kidz Medmenham registered in 2023. It operates from the community hall, Medmenham, near Marlow. The nursery is open Monday to Friday, from 8am to 6pm, excluding Christmas and bank holidays. There are 20 staff working with children. This includes the chef and staff who are employed on a casual basis for cover, as well as apprentices who are completing qualifications. Three staff hold a level 6 qualification and nine staff hold a recognised childcare qualification at level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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