

Inspection of RAFA Kidz Brize Norton

Royal Air Force, Brize Norton, CARTERTON OX18 3LX

Inspection date: 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the kind, dedicated and enthusiastic staff team. Children have fun and are eager to learn at this friendly and welcoming setting. Staff form positive and strong relationships with children and their families. This helps children to feel safe and secure. Overall, children benefit from the daily fresh air and exercise in the nursery garden. Children take and manage risks as they negotiate obstacles and space or use various tools in their play.

Children enjoy attending and they settle quickly into activities that provide interest. They register themselves into the setting. This helps to give them a sense of ownership and belonging. Staff encourage children to share, take turns and play cooperatively with their toys. They swiftly intervene when some children struggle with this. Children love to explore a variety of sensory textures, such as painting ice blocks and using measuring equipment to scoop and transfer porridge oats. At mealtimes, older children act as helpers. Staff model good manners. Menus are balanced and nutritious, and meals are freshly prepared by the cook.

All children, including those in need of additional support, make good progress. For example, babies have many opportunities to hear familiar songs and explore with musical instruments and scarves. Older children throughout the nursery begin to understand and recognise feelings and emotions. This is because staff align these emotions with colours and a familiar story about the 'colour monster'. Children gain the skills they need to prepare them for the next stage of learning.

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

- Leaders and staff have made the necessary improvements in this nursery to raise the quality of education. Leaders have implemented an ambitious curriculum that identifies clear intentions for learning that is sequenced for children to build on what they know and can do. Staff enthusiastically implement the curriculum through their activities and interactions with the children.
- Staff know the children well and plan a wide range of activities that interest them and develop their concentration. For example, children spend a long time filling and emptying containers with sand, oats or water. Children explore dough and make marks with paints and pencils. They engage fully in their play and show focus and concentration as they explore.
- The nursery's special educational needs coordinator (SENCo) is experienced in her role. She is knowledgeable about the children who require additional support. The SENCo works closely with each child's key person, family and relevant agencies to ensure that they receive timely interventions and targeted support to meet their developmental needs.
- Children are polite, helpful and behave well. They follow simple instructions and

boundaries. This helps children to make the right choices. Consequently, children learn how to treat each other and the resources with respect.

- Overall, staff model language very clearly for babies and toddlers and repeat single words frequently. They speak to older children about their play, share stories and songs and introduce new words to increase children's vocabulary. Children demonstrate positive attitudes to their learning experiences. Staff ask relevant questions to encourage children's thinking. However, on occasion, staff are very enthusiastic and ask multiple questions without allowing enough time for the children's responses.
- Leaders aspire to make further improvements to the outdoor environment. They recognise that all children enjoy their time outdoors. However, some of the outside areas are not as inviting as those inside, which does not fully inspire and broaden children's new learning interests. Nonetheless, children are busy. They enjoy exploring with cornflour and water, hunting for bugs and copying patterns of animal prints with paint. This leads to some lovely conversations about the noises animals make and what they look like.
- Leaders and staff work well in partnership with parents to promote continuity in children's care and learning. Parents speak highly of the nursery and staff. They say they are happy with the information they receive about their children's learning both online and through verbal discussions. Parents comment that they have seen massive improvements since the last inspection in the organisation, environment and the positive relationships between their children and the staff.
- Leaders have developed a reflective and positive team. Staff are encouraged to continue their professional development in addition to the mandatory training. Furthermore, they can access a range of training that interests them. Staff say they receive good support and enjoy working at the nursery. Staff morale is high. Children benefit from this positive environment, which helps them to feel comfortable and promotes their well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- extend staff's strategies used for questioning children to develop the consistency of their interactions to further support children's thinking skills
- implement the enhancements planned for the outside space and monitor the impact of this on the children's learning.

Setting details

Unique reference number	2681612
Local authority	Oxfordshire
Inspection number	10287277
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	121
Number of children on roll	134
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	01993221131
Date of previous inspection	27 March 2023

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 55 members of staff who work with the children, 33 of whom have early years qualifications from level 2 to level 6.

Information about this inspection

Inspectors

Anneliese Fox-Jones
Tracy Bartholomew

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors observed activities in the six main base rooms and garden. They talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the lead inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspectors reviewed relevant documentation, including evidence of paediatric first-aid training. The inspectors had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspectors spoke to parents and children during the inspection and took account of their views.

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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