

Inspection of RAFA Kidz Abbey Wood

MINISTRY OF DEFENCE, Abbey Wood, Bristol BS34 8JH

Inspection date: 21 February 2024

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children receive lots of attention and caring support from staff. They enjoy being at the nursery. Managers and staff link their curriculum and stimulating environment carefully to children's learning needs and interests. Children show positive attitudes to learning and developing their skills. They make good progress. Babies persevere as they investigate different-sized balls. Toddlers perfect their climbing skills outside. Staff allow them time to test out their ideas and achieve their goals. Children of all ages build their dexterity and strength exploring dough. Younger children squash the dough and relish the sensory feel of it. Older children make dough and staff encourage them to work hard with their muscles to stir the mixture.

There is a calm atmosphere across the nursery. Older toddlers enjoy mindfulness activities and yoga. They develop their emotional and social skills very well, which helps to prepare them for their move on to pre-school and school. Children across all rooms and of all ages develop a beneficial sense of responsibility and their independence. Babies readily help tidy away the toys. Toddlers get themselves a tissue to wipe their nose. They listen respectfully to the staff's reminders on safe practices, adapting their behaviour. Older children thoughtfully pass items to their friends at mealtimes. They carefully serve their food and pour their drinks and then conscientiously clear away their things after lunch.

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

- Since the new owners acquired the nursery, managers have ensured that changes have focused closely on children's needs. They have undertaken considerable enhancements, opening extra rooms to offer children increased space and learning opportunities. Parents comment very positively on how the new room for the youngest babies offers a wonderfully intimate and cosy environment to introduce babies to nursery life.
- Children develop a love of books. Babies snuggle in to enjoy a book. Toddlers happily sit with their friends to share their favourite story. Staff use relevant props with stories, and older children act out a story's moon picnic with their friends. Children can borrow books from the nursery's lending library to take home. They also enjoy their family members coming into the nursery to read stories.
- Partnerships with parents are strong. Parents are extremely grateful for the daily updates on the newly introduced electronic communication app. They say that staff share so much with them. They also value the guidance and tips staff offer to help them support children's learning at home.
- Managers show commendable commitment to providing the best they can for children and their families. The new owner's military links are very well placed to

offer highly relevant support to families. Specialist training is offered, and stories and packs are available for families to help their children navigate issues sensitively and effectively, such as a parent's deployment overseas.

- Staff focus on the skills children need to acquire. Children's learning intentions are promptly outlined by each key person and clearly shared with all staff working in the room. However, at times, adult-led activities and routines in some age groups are not thoroughly planned. Although staff adapt their support, children are not consistently engaged or always challenged appropriately, and their learning does not develop as well as it could.
- Children with special educational needs and/or disabilities (SEND) progress their skills through their key person's targeted tasks and sensitive support. Staff work closely with parents, the SEND lead for the nursery and outside professionals to ensure children can all reach their potential.
- Children's communication progresses well. Babies copy words that staff model for them. Older children take turns in conversation. As they explore drawing faces, staff name items such as 'eyelids' to extend their vocabulary. Staff model mathematical language and encourage counting. They use picture prompts for children with SEND, to help their understanding and emerging communication. They support bilingual children to develop their skills in English.
- Induction processes for new staff are implemented thoroughly. Staff are happy and say they are well supported. Managers regularly reflect on nursery practice. However, processes to embed self-evaluation across the whole nursery are in their early stages. Some newer staff and newly promoted staff need further support to help them evaluate and progress their practice further.
- Staff identify hazards and minimise risks to children. They have attended safeguarding, first-aid and food awareness training, to build their knowledge of safe practices. Managers continue to review their arrangements and promptly lead suitable changes, such as implementing enhanced practices to support agency staff working in the nursery.

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:

- enhance adult-led activities and routines, ensuring that children in all age groups are consistently motivated, engaged and challenged
- help staff to evaluate their practice more fully and implement high-quality teaching and support throughout the nursery.

Setting details

Unique reference number	2775692
Local authority	South Gloucestershire
Inspection number	10333416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	114
Number of children on roll	107
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	01173 259380
Date of previous inspection	Not applicable

Information about this early years setting

RAFA Kidz Abbey Wood registered in 2023 and is located at the entrance to the Ministry of Defence site in Filton, near Bristol. It operates from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs 26 members of staff. Of these, one has qualified teacher status and one holds an early years qualification at level 5. Nine members of staff hold qualifications at level 3, and four members of staff hold qualifications at level 2. There is also a chef. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachel Howell
Chelsea Woollard

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the managers and have taken that into account in their evaluation of the nursery.
- The inspectors discussed the leadership and management of the nursery with the manager and area managers.
- The inspectors viewed all areas and discussed with the managers how these areas are used.
- The manager and the lead inspector evaluated the effectiveness of an activity together.
- The inspectors observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspectors.
- Relevant documentation was reviewed by the second inspector, including evidence of suitability checks and paediatric first-aid qualifications.
- The managers discussed their safety and child protection procedures, and safeguarding discussions took place with members of the staff team.

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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