

Inspection of RAFA Kidz Brize Norton Pre School

RAFA Kidz Brize Norton Pre School, Stanmore Crescent, Carterton, Oxfordshire
OX18 3UG

Inspection date: 30 April 2025

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

What is it like to attend this early years setting?

The provision is good

Children learn to be confident and independent at this pre-school. Staff support them to do things for themselves. Children are confident communicators who engage in many interesting conversations with staff. They are keen to share their learning and discovery with the staff team, who listen to and respond to children's needs and interests.

Staff build positive and lasting relationships with the children that help children feel secure and settled at pre-school. Staff provide praise and encouragement that supports children's emotional development. Children are happy and engage in purposeful play for extended periods of time. For example, children explore rice and water to create different textures, discovering what happens when they add water to rice.

Staff have created a range of spaces in the playrooms, which support all areas of learning. They gather information about children's starting points to plan and provide a range of learning opportunities that support children's next steps. Children make choices in their chosen play and particularly enjoy drawing and creating their own artwork based on previous experiences and learning. For example, children use a range of coloured paper to create their own fire engine pictures as they reflect on a recent visit from the fire service.

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

- Leaders have created a clear and ambitious curriculum that is planned around the interests of children and builds on what they already know and can do. Staff use observation and assessments well to provide the teaching children need to make good progress. Staff know the children well and can identify and discuss next steps in learning and development.
- All children, including those with special educational needs and/or disabilities (SEND) and from disadvantaged backgrounds, make the progress they are capable of. Staff have developed a calm and relaxing space that meets children's individual needs. Staff work well with parents and external agencies to ensure the best outcomes for all children.
- Children behave incredibly well. Staff set clear expectations of behaviour and model positive interactions with children that supports them in showing kindness and care towards their friends. Children engage and focus on their chosen play well. They are polite and considerate when turn taking to play with chosen resources.
- Staff use speech and language screening tools to identify children who need additional support. They read familiar stories with enthusiasm that engages children and encourages their love of books. Children develop strong

communication and language skills.

- Children follow familiar daily routines and staff set clear expectations about what will happen and when. However, there are times of the day when routines are not as well organised to meet children's individual needs. For example, there are times when staff are preoccupied with tasks, such as applying sunscreen, and other children do not have enough support while they wait long periods for their turn. Some children, therefore, become restless and lose focus on their play and learning.
- Staff model positive behaviour through their interactions and conversations with children. They support children in turn taking during a water activity. For example, the children are exploring pouring water down guttering to move stones. Staff support children to wait their turn and engage them in observing what happens as the water is poured. They ask children about the shape and texture of stones to discover which ones move better through the water. Children help each other in collecting the water and take turns to pour it through the guttering.
- Leaders are keen to provide an environment that is inclusive. Their aim is for children from all backgrounds to feel welcome and benefit from the same opportunities. They complete regular meetings with the staff team to discuss and review practice. They provide the coaching, training and support staff need to help them build and develop their professional development. This supports staff's well-being and helps identify any training needs. Staff report they feel valued and enjoy working at the pre-school.

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 the organisation of daily routines so that staff can consistently offer all children appropriate support to meet their individual needs.

Setting details

Unique reference number	2809526
Local authority	Oxfordshire
Inspection number	10397978
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	40
Number of children on roll	40
Name of registered person	Rafa Kidz Limited
Registered person unique reference number	2546234
Telephone number	01993 402210
Date of previous inspection	Not applicable

Information about this early years setting

RAFA Kidz Brize Norton Pre School registered in September 2024 and is located in Oxfordshire. The pre-school operates Monday to Friday from 7.30am to 5.30pm all year round. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The provider employs 13 members of staff, of whom 7 hold relevant childcare qualifications.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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