

Wildern Opportunity Group



Centre 2000, St. Johns Road, Hedge End, Southampton, Hampshire SO30 4AF

Inspection date	3 July 2019
Previous inspection date	9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has high expectations for the setting. She is passionate about developing her team and she arranges for them to attend regular professional development training courses. This has impacted the quality of the practitioners' teaching, which has led to better outcomes for children.
- Practitioners teach the basics well for all children, who are encouraged to make choices and share their views. For example, children choose whether they have stories or singing. Children with special educational needs and/or disabilities (SEND) are supported to recognise signs, which allows them to develop an understanding of their routine.
- Children's behaviour shows they feel safe and secure in the setting. They have strong attachments with their key person which supports their developing confidence. Children are eager to explore their surroundings and show motivation to learn. This contributes to the good progress children make.
- Parents speak highly of the specialist support they receive from the setting. They feel practitioners go the extra mile for their children's needs and also support them as parents. They comment that the manager has recently supported them to complete forms in preparation for their children to transition to school, which they found very helpful.
- At times practitioners do not extend and challenge children's learning during play experiences. This on occasion hinders children from achieving the best possible outcomes.
- On occasions practitioners do not allow children to fully develop their independence during snack times. This does not consistently support children to learn to do things for themselves.

What the setting needs to do to improve further

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

- focus teaching more accurately for each child to have highly challenging play and learning experiences
- make even better use of opportunities to further promote independence during snack times.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The manager monitors children's progress effectively. She meets termly with key people to discuss individual children's next steps in learning. This highlights any gaps in children's development. Together they discuss whether children are developing well or if they need further support. From this the manager arranges training for practitioners to upskill them further to successfully meet the needs of children. For example, practitioners attended a course focusing on children's emotional well-being. They introduced one-to-one sessions for those who needed further support with their emotional development. This has had a positive impact on children sharing their worries and feelings. Safeguarding is effective. The manager has a sound knowledge of how to keep all children safe, with a focus on those more vulnerable children. The manager ensures that all practitioners have up-to-date training and can identify signs and symptoms of abuse and how to refer any concerns in regard to the welfare of children.

Quality of teaching, learning and assessment is good

Practitioners gain information from parents about what their children already know when starting at the setting. This helps to tailor children's learning to their individual needs and interests. Older children show an interest in living insects. Practitioners bring in tadpoles to develop this interest further. They role model to children how to care for them and teach them how they grow. Children are highly motivated to learn more and show interest in being close to the tadpoles. This supports children to develop nurturing skills. Practitioners promote children's communication and language skills well. They create 'volcanoes' using foam to promote younger children's listening and attention skills, as children learn words such as 'more' and 'finish'.

Personal development, behaviour and welfare are good

Children arrive at the setting and show delight in following their self-registration routines. They quickly move into free play activities. Children behave well, and show kindness and respect to one another. They understand that each child is unique, with different needs, and this is embedded positively throughout the setting. Children play alongside each other when 'putting the washing on' in the role-play kitchen. This supports children's developing social skills and use of their imagination. Children take pleasure in being physically healthy. They use push-along toys outside, successfully climb up steps and whizz down the slide.

Outcomes for children are good

All children make good progress from their starting points. Children who are in receipt of additional funding are supported well in their rate of development. Children are prepared well for the next stage of their learning including school. They practise getting dressed and using the toilet independently. This supports children's positive self-esteem as they successfully complete these tasks. Children practise their fine-motor skills using big chalks to make marks on the ground.

Setting details

Unique reference number	507861
Local authority	Hampshire
Inspection number	10063348
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	39
Number of children on roll	39
Name of registered person	Wildern Opportunity Group Committee
Registered person unique reference number	RP524364
Date of previous inspection	9 March 2016
Telephone number	01489 787968

Wildern Opportunity Group registered in 1988 and operates from Centre 2000, in Hedge End, Southampton. The group is open each weekday between 9am to 3pm in term time only. On a Friday there are sessions provided for parents and their children who have been referred. The setting currently supports children with SEND. The group employs 10 members of staff and permanent volunteers. The manager holds a level 5 qualification in early years and seven practitioners hold level 3 early years qualifications.

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