

Inspection of Wildflowers Kindergarten

The Farm Yard, Brockwood Park, Bramdean, ALRESFORD, Hampshire SO24 0LQ

Inspection date: 4 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly valued as unique individuals. They flourish above expected levels of development due to skilful teaching. Children are extremely motivated to learn and are constantly eager to know more. For example, children apply their knowledge of flint when they discover a piece of slate. They enthusiastically listen as practitioners demonstrate the similarities and differences.

Children have exceptionally high levels of curiosity and imagination. They integrate the natural resources around them seamlessly into their play. For example, children use sticks to whisk mud and water together to make 'pancake mixture' before rolling the mixture out on the 'stove'.

Children have extraordinary levels of self-control, resilience and respect. They have a superb awareness of the rules and boundaries of the setting and follow these easily. This leads to a remarkably calm environment. Practitioners skilfully help children to resolve conflicts. Children are gently encouraged to identify the problem and then to work out a solution together.

Children take part in regular mindfulness exercises. Practitioners use these moments to nurture children's ability to be attentive. For example, practitioners encourage children to distinguish the different sounds they can hear. The children then name the different birds they can hear singing.

Children have exceptional independence skills. They can skilfully take on and off many layers of clothing independently. Children competently use knives and forks to eat delicious home-cooked meals.

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

- The manager is incredibly passionate about the benefits of outdoor learning. She fully advocates the positive impact it has upon children's well-being. The manager reflects on and evaluates practice daily. Her driven approach to professional development enriches practitioners' already expert knowledge and practice.
- All practitioners are highly enthusiastic about outdoor learning. They are dedicated to nurturing the children in their care and are very responsive to children's needs. Practitioners listen keenly as children share their knowledge, thoughts and opinions.
- All practitioners are meticulous in their assessments of each child. They use these assessments to create 'learning plans', which are highly focused on children's next steps. Practitioners implement next steps expertly. This leads to children being fully prepared for the next stage of their learning.

- Children have a superb understanding of how to keep themselves safe. They competently risk-assess dangers for themselves and independently work out which trees are safe to climb. Children actively help each other to navigate around branches when they momentarily become stuck. They encourage each other and celebrate their successes together.
- Partnerships with parents are very strong. Practitioners regularly provide parents with suggestions to help with their child's development. For example, practitioners send home literacy sheets for the children learning to read. Parents are extremely complimentary about the setting. They speak highly of the manager's drive for high-quality education. Parents explain how practitioners 'go above and beyond' to nurture their children. One parent commented that practitioners give children 'the chance to develop originality, creativity, imagination and song'.
- Children happily learn rhymes and can easily identify rhyming pairs. They create their own rhymes as they play. Children master holding pencils with the pincer grip quickly and many can write letters clearly. Practitioners challenge those children working above expected levels even further. For example, some children are working through an extensive letters and sounds programme.
- Children keenly create stories together as narratives for their play. For example, they took part animatedly when creating a story together at snack time. Children chose the characters and setting themselves and each child was then able to build on the previous child's sentence to create a magical story.
- Practitioners skilfully incorporate mathematics into play. For example, some children count the 20 children in that day, in multiples of two. Other children count backwards from 100 in multiples of 10 when getting ready to start a race. Children have a fantastic knowledge of fractions in relation to their ages. For instance, children tell practitioners they are four and three quarters and when they are four and four quarters, they will be five. Practitioners expertly use children's interests to build upon their knowledge. For example, they use children's knowledge of fractions to help them tell the time.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of the highest priority. Practitioners have a very thorough understanding of their duty to safeguard children. For example, practitioners ensure children safely access the woodlands. They also know the signs and symptoms of abuse. Practitioners know how to report and record concerns about children and adults. The manager has a robust understanding of safer recruitment. This ensures the suitability of new employees. The manager has an intensive induction process in place. This means that new practitioners fully understand their roles and responsibilities.

Setting details

Unique reference number	EY383382
Local authority	Hampshire
Inspection number	10108705
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	3 to 6
Total number of places	20
Number of children on roll	25
Name of registered person	Nilsson, Helena Katarina
Registered person unique reference number	RP514409
Telephone number	01962771458
Date of previous inspection	12 November 2014

Information about this early years setting

Wildflowers Kindergarten is situated at Brockwood Park between Bramdean and West Meon. It registered in 2005 and is privately owned. The kindergarten operates each week day during term time, from 8.45am to 3pm. Four practitioners work with the children, including the manager. Two hold a qualification at level 3 and two at level 6. The provider receives funding for 3- and 4-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- The inspector took into account the views of parents through reading written feedback and holding discussions with parents present.
- The manager showed the inspector around the indoor parts of the setting as part of a learning walk.
- The inspector spent time in the woodlands, during which she observed children and practitioners.
- The manager and inspector took part in a leadership and management discussion.
- The inspector held discussions with all practitioners.
- The manager showed the inspector a range of documents, including learning and development summaries and daily routine plans.

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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