

Inspection of Little Foxes Childcare and Education for Children and their Parents

The Common, Brinkworth, Chippenham, Wiltshire SN15 5DX

Inspection date: 7 October 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this warm and caring setting. The staff are enthusiastic and attentive towards meeting the needs of all children.

Children engage well in their learning. Staff provide a wide range of toys and activities that reflect children's interest and to teach them about the world. For example, following on from their harvest festival, children and staff discuss how some food is grown on farms, and thank the farmers. Children feel secure and have strong relationships with consistent staff, who care for them and know them well.

Staff have high expectations of children's behaviour, and children behave well. For example, staff sit and eat with the children at meal times, discussing and demonstrating to older children how to correctly use their knife and fork. They chat with the children, and thank them when they hand them their plate. Staff are good role models. They support children to be independent and to look out for each other. For example, in the under three's rooms, staff get out the dustpan and brush and encourage children to help them clean up the cereal, so children do not slip.

During the COVID-19 (coronavirus) pandemic, parents comment that staff kept in touch with them, sharing ideas of activities they could do with their children, so they felt supported.

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

- A dedicated leadership team lead an enthusiastic staff team to ensure a high-quality provision for all children. Managers support staff to keep up to date with current practices and offer professional development opportunities. However, at times, leaders do not assess the impact of training to ensure staff further increase their knowledge and skills. Management monitor staff's well-being and support them to have a manageable workload. For example, they employ extra cover staff, so other staff have dedicated time to plan and update children's records.
- Mathematical learning occurs throughout the day. For example, staff playing with younger children discuss that they have 'one cow, then another cow, so now they have two cows to play with, one big and one little'. Older children explore items in the sensory tray, discussing who has the heavier amount of cereal and what will happen if they add more.
- All children, including those with special educational needs and/or disabilities make good progress. Staff identify any gaps in their learning and put plans in place to offer children extra support. Staff work closely with families and liaise

with outside agencies, to ensure children get early help.

- Staff support children's language development well. Staff working with younger children encourage the correct pronunciation of words. For example, when babies say 'oww', staff respond by saying, 'yes, you have the cow, moo'. Older children learn to repeat letter sounds and find the letter that matches the beginning of their name, supporting their early reading. However, at times, some adult-led group times can be a little long, meaning that babies and young children can lose focus.
- Parental partnership is very good. Parents are extremely happy with the nursery, and feel communication is excellent. They like the daily records they receive, and know they can contact the setting and speak to their child's key person when needed.
- Staff respond sensitively to children's emotional needs. If children become upset, staff get down to their eye level and quickly address any issues. Children respond well to staff, and get along with each other. If any disputes arise between children, staff support older children to resolve minor conflicts between themselves.
- Children enjoy learning about the world around them, and staff know how to challenge stereotypes exceptionally well, to help broaden children's awareness of others. For example, children enjoy exploring many faiths and religions, learning about various festivals and celebrating diversity. When children ask how a person in a wheelchair can play with a ball, staff gently explain that the chair is replacing the person's legs, so they can do many things in their chair.
- The setting places high emphasis on teaching children about healthy lifestyles, and they do this extremely well. They prepare healthy meals and snacks made from 'scratch' in their on-site kitchen. Staff talk to children about what are healthy foods, and where food comes from. Children are able to help themselves to fruit, if they are hungry.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding, and children are safe in their care. They are able to explain the signs and symptoms that may indicate a child is at risk of possible harm. Leaders implement good systems for monitoring any safeguarding concerns, and all staff know who to contact should they need to report any welfare issues about a child. Management embed good recruitment procedures and ensure that staff are suitable to work with children. Staff conduct regular risk assessments to identify and remove any hazards. They ensure children remain safe, such as when using various equipment and during outings.

What does the setting need to do to improve?

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

- review adult-led group times for young children to reduce long periods of sitting
- review the programme for professional development, so staff make better use of training opportunities to embed any new knowledge and help improve their understanding even further.

Setting details

Unique reference number	EY245003
Local authority	Wiltshire
Inspection number	10125830
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	120
Name of registered person	Sandra Willy & Kenneth Willy Partnership
Registered person unique reference number	RP520996
Telephone number	01666 510356
Date of previous inspection	26 May 2015

Information about this early years setting

Little Foxes Childcare and Education for Children and their Parents opened in 1993 and re-registered in 2002 following an expansion of its premises. The setting operates from a detached building situated in the village of Brinkworth, Wiltshire. It opens daily from 7.30am to 6.30pm, all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old. There are 44 members of staff, of whom, 41 hold appropriate early years qualifications, including three with qualified teacher status, one with early years professional status and a number of other staff who are qualified to degree level.

Information about this inspection

Inspectors

Joanne Neenan
Shahnaz Scully

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The managers and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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