

Inspection of Little Wombatz Ltd

Cambridgeshire County Council, Soham Library 5-7, Clay Street, Soham, Ely,
Cambridgeshire CB7 5HJ

Inspection date: 22 March 2022

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 and families are warmly welcomed into this inclusive setting. Children are greeted by friendly and caring staff. They come into the setting happily and readily go off to join their friends as they play. Children behave well and are kind to each other. For example, they help each other to pour their drinks. Their behaviour reflects the calm and happy environment that staff create. Children respond well to staff's high expectations and demonstrate that they feel safe and secure. Children enjoy having visitors and confidently invite them to join in their play.

Overall, children benefit from meaningful teaching. Children demonstrate a good attitude to learning. They show interest in the activities provided for them. For example, when making gifts for Mother's Day, staff provide real flowers for children to explore. They extend the activity by introducing the names of parts of the flower, such as 'stem'. Children learn how flowers need water and that the water is taken in through the stem. They explore the flowers with interest, smell the scents and name the colour of the petals. Children develop good speaking and listening skills.

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

- Staff know the children well. They talk confidently about where children are in their learning and what they need to learn next. Staff understand how to build on what children already know and can do. They provide a varied range of activities that children enjoy.
- More able staff do not always model their good teaching practice to help less confident staff teach at the highest level. Despite this, the quality of teaching across the setting is good overall. Staff give priority to identifying and planning for children's individual learning needs. Children make good progress from their starting points.
- Children enjoy sitting with staff to listen to stories indoors, but those children who prefer to learn in the outdoor environment do not have the same opportunities. Staff do not always consider mathematics well enough, either indoors or outside.
- Children benefit from the priority staff place on promoting children's communication and language skills. Staff actively listen to what children have to say. Children take turns in conversations in large groups and are learning to listen and concentrate. This effectively supports them as they develop the skills needed to be ready for school.
- Staff help children to understand their behaviour and the impact on others. They talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Children's good behaviour and individual efforts are valued and praised.

- Children learn about the importance of good hygiene. They readily wash their hands before eating and after using the toilet. Children are familiar with the consistent routines that promote their independence and sense of belonging. They enjoy the responsibility of carrying out small tasks, such as going to the drawers to get their own plate and cup.
- Staff implement an effective key person system. This has been organised to ensure that there is always a member of staff to take responsibility for each child's care and learning. This helps ensure that children's individual needs are met at all times. Children develop strong emotional attachments to staff, readily going to them for reassurance and to share their play.
- Staff build friendly and trusting relationships with parents. Parents report that there are very good levels of communication that help them to know what their children are doing each day. Staff share children's progress with them.
- The provider has a clear vision to provide a high-quality experience for children. She reflects on the service she provides and how she can continually improve. Staff have regular supervision meetings to monitor their practice and their well-being. They attend training to help improve their practice further.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements effective risk assessments to ensure that children are able to play safely indoors and outside. In addition, good recruitment and selection procedures are in place to ensure that those working with children are suitable to do so. The provider conducts regular checks to ascertain staff's continuing suitability. All staff know about the whistle-blowing procedure that they would follow if they had a concern about a colleague. Staff attend regular safeguarding training to ensure that they know about local child protection procedures. They are aware of the indicators of abuse and know how to report concerns.

What does the setting need to do to improve?

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

- develop the opportunities available for staff to receive support, share good practice and learn from their colleagues
- focus more closely on supporting children's early reading and mathematical skills.

Setting details

Unique reference number	2526408
Local authority	Cambridgeshire
Inspection number	10208303
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 at time of inspection	2 to 10
Total number of places	40
Number of children on roll	50
Name of registered person	Little Wombat Limited
Registered person unique reference number	RP535113
Telephone number	07860597098
Date of previous inspection	Not applicable

Information about this early years setting

Little Wombat Ltd registered in 2019. The setting employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications from level 2 and above. The setting opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are available from 7.30am to 6pm, including before- and after-school care. The setting receives funding to provide free early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the provider completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting and a selection of policies and other records.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views of the setting with the inspector.

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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