

Inspection of Wind In The Willows Preschool Ltd

Plot E, Shears Drive, Amesbury, Salisbury, Wiltshire SP4 7XT

Inspection date: 12 May 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 have strong bonds with their key person and all staff that support them. Younger children enjoy comfort and reassurance from staff when they are unsettled. Older children respond well to staff and are enthusiastic to engage in play with them. For example, older children shriek with excitement as they go on an 'adventure' on a 'boat'. They eagerly anticipate the next part of the adventure as they run to different parts of the garden with their friends and staff to explore.

Children lead their learning, staff facilitate this by providing a curriculum centred around the children's interests. Younger children are learning to walk and climb. Staff provide large soft-play blocks for them to explore and promote their physical skills. When older children show an interest in pirates, staff hide 'treasure' of shapes and numbers for them to find in the sandpit. They skilfully extend the activity by asking the children to name what they find and encouraging them to identify the numbers that are bigger and smaller. Children excitedly engage and are keen to be involved.

Children are caring and considerate towards their friends. Young children are aware when their friends are sad and give them a hug. Older children play well together as they excitedly share the bubble mixture in the garden. Children wait for their turn patiently. They clap each other and use words of encouragement when their friends successfully blow bubbles.

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

- The leadership team provides staff with good support to ensure they can carry out their roles and responsibilities effectively. Staff report that they are well supported and part of a friendly team. They have regular team meetings and supervisions to discuss their well-being and training needs. The team is ambitious in providing the children with the best possible learning environment. All staff have access to an online training portal and are able to enrol on any courses that interest them. They access training to update their practice and ensure the children have access to a high-quality teaching.
- Children make good progress. Staff gather relevant information from parents when children start. This enables them to identify children's starting points and next steps for learning. Children with additional needs are mostly well supported by staff. The special educational needs coordinator works closely with parents, the local authority and outside agencies to provide a learning environment individualised for each child. However, staff do not consistently use strategies, such as Makaton and visual aids, to support children's understanding of the daily routine and what is happening next. This results in children, at times, being unaware of the routine expectations and not following instructions.

- Children have access to a range of carefully selected resources. Staff encourage them to develop their own ideas and problem-solve for themselves. For example, children work together to construct towers of bricks. Staff ask them questions to challenge their thinking. They encourage the children to make predictions of what will happen next. The children are confident to respond, and laugh together when their tower falls over. They use their imaginative skills to discuss ideas with their friends on how to make a new creation.
- The leaders and staff recognise the impact that the COVID-19 has had on children's learning, specifically in speech and language development. Staff are excellent in providing opportunities for children to learn new vocabulary and embed what they already know. Children enthusiastically engage in an adult-led activity about healthy eating. They discuss why certain foods are unhealthy and the damage that they can do to their teeth. Children use the word 'cavity' when staff ask them about how sugar can affect their teeth. Staff skilfully introduce new words like 'calcium' and talk to them about its meaning. Children engage intently and are keen to learn and explore new vocabulary.
- Parents report on how happy their children are at the nursery and say that their children are making good progress. They receive regular updates from their child's key person regarding their child's learning and development. Parents of children with allergies express how accommodating the staff are and how they ensure their children are always included. Children are happy when they come to nursery, and parents feel at ease when dropping them off.

Safeguarding

The arrangements for safeguarding are effective.

All staff provide a safe and secure environment for children to play and learn. They have a good understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. All staff understand the procedures to follow should they require further help from outside agencies. Members of the management team are aware of their role to report and respond to any safeguarding concerns. They have a robust recruitment process and monitor ongoing staff suitability through regular supervision meetings.

What does the setting need to do to improve?

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

- ensure staff consistently use the strategies that have been implemented, in particular those to support children's understanding of routine expectations.

Setting details

Unique reference number	2519751
Local authority	Wiltshire
Inspection number	10194597
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 7
Total number of places	59
Number of children on roll	64
Name of registered person	Wind in the Willows Pre-School Ltd
Registered person unique reference number	RP904209
Telephone number	01980 258428
Date of previous inspection	Not applicable

Information about this early years setting

The pre-school previously registered in 2010 and operated from a village hall. It re-registered in 2019 in new purpose-built premises. The pre-school operates from 7.30am to 6pm Monday to Friday. It cares for children aged from three months to 11 years. The pre-school provides a breakfast and after-school club for school-age children. It employs 17 members of staff who work with the children. Of these, two hold a relevant childcare qualification at level 6, one holds level 4, eight hold level 3, and three hold level 2. The pre-school receives funding for children aged two, three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

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 leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing at pre-school.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation 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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