

Inspection of Little Wild Tribe Education

Hadleigh Country Park, Chapel Lane, Hadleigh, Essex, Essex SS7 2PP

Inspection date: 22 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children run excitedly into base camp, eager to start their day of wonder and curiosity. They leave their parents with ease as they become engrossed in the wealth of activities on offer in this inspirational setting. Children are welcomed by exceptionally happy, motivated and nurturing practitioners. They form close and trusting bonds with their key worker and the team of staff. Children immerse themselves in learning as they make magical potions. They discuss in detail the ingredients they use. For example, they explain that cumin is used in curry dishes. Children thrive in the outdoor environment and are completely absorbed in the wonder of nature. Children's language and vocabulary are exceptional. They make a 'marble run', balancing pipes on tree trunks. They work closely together, communicating how to solve problems they encounter. Children discuss why the ball cannot go up the tubes because of gravity and the pull of the earth.

Children are very aware of the environment around them. They listen with intent to sounds on the walk to the woods and spot birds and insects on the way. Children talk about the puddles 'evaporating' as the water disappears. They relish painting with natural materials, such as twigs and feathers, and mix colours with enthusiasm, understanding and predicting the changes in colour. Even the very youngest children show excitement and concentration in the magical fairy garden. They skilfully use pipettes to transport water and ingredients, experimenting as they mix them together. Children show sustained concentration in the outdoor kitchen as they use a wealth of natural materials to make dinner and act out real-life scenarios.

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

- The managers are passionate about providing the highest quality teaching and care in this nature-inspired nursery. They are inspirational in how they provide incredible opportunities for the children to explore their natural curiosity. Their commitment is infectious, and children are cared for by a team who put the children at the heart of everything they do.
- Children are exceptionally well supported. They receive quality interactions from the practitioners and work in small groups. Children understand the expectations and boundaries when working with tools. They show sustained concentration as they learn the mechanics of secateurs to cut wood and to keep safe. They master the skill of a peeler as they strip lengths of elder to make pencils. Children complete simple mathematics as they use rulers to measure the required length of wood. They use mathematical language in their conversation, such as 'longer' and 'shorter'.
- Children flourish and make exceptional progress. The managers ensure that the challenging curriculum is planned and securely embedded across all areas of

learning and provides an inclusive environment. Children are confident, inquisitive and demonstrate exceptional language skills. Practitioners promote sustained shared thinking, provide a running commentary as to what is happening and model language well.

- Babies are cared for exceptionally well. Their individual needs and routines are respected. They have secure attachments with their key workers, who know their likes and dislikes. Babies enjoy wholesome cooked meals, sitting together with their friends. They are fully supported to become independent and confidently learn the skills of feeding themselves. They are not rushed and complete their food at their own pace. They sleep comfortably in a dedicated sleep room, with soft music and soothing lights aiding their sleep.
- Parents are exceptionally happy with their children's care and learning. Many comment on the expert knowledge of the managers and the team, who fill them with confidence from a very early stage. Parents say that they chose this nursery for its unique ethos and approach to learning and that it has exceeded their expectations. They say that their children have made superb progress and are ready for school. Parents comment that the communication between the nursery and home is excellent. They relish the daily photographs and blog they receive.
- Practitioners comment how they enjoy every day and feel valued and respected for their individual skills. They are fully supported in their own continuous professional development to maintain outstanding practices. The managers recognise the importance of caring for the welfare of the practitioners as this has positive outcomes for children. They have invested time and support to create a dedicated team of motivated and professional practitioners.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is of the highest priority. All practitioners have completed safeguarding training, which includes a wide range of child protection issues. They continually refresh their knowledge and understanding through ongoing training and research. The managers and the team of practitioners have a heightened awareness of protecting children from potential risk, due to the nature of the setting. Robust risk assessments are completed daily and children's understanding of how to stay safe is embedded in daily practice. Practitioners talk competently about how to report any concerns or nagging doubts. They are skilful in spotting any possible signs or behaviours that may suggest children are worried or upset. Completion of a thorough recruitment, induction and mentoring programme means practitioners are very suitable for the role.

Setting details

Unique reference number	2501661
Local authority	Essex
Inspection number	10191565
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	1 to 4
Total number of places	50
Number of children on roll	86
Name of registered person	Little Wild Tribe
Registered person unique reference number	2501660
Telephone number	01702 389426
Date of previous inspection	Not applicable

Information about this early years setting

Little Wilde Tribe registered in 2018. The nursery employs 22 members of staff, all of whom hold an appropriate early years qualification at level 3 or above. This includes one at level 5; three at level 6; two who have early years teacher status and four who have qualified teacher status. The nursery operates all year round. Sessions run from 8am to 6pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 two managers and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The two managers and the inspector carried out a joint observation together.
- The inspector spoke with staff at the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents provided the inspector with oral and written feedback.

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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