

# Inspection of Wildern Opportunity Group

Hedge End 2000 Centre, St Johns Road, Hedge End, Southampton, Hampshire  
SO30 4AF

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Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's communication and language development are good. Staff work in partnership with speech and language therapists to support children. In addition, they use signing to help children understand and to communicate their needs.

Children learn how to keep themselves safe. They understand that they must hold their arms out when walking on the balancing beams. They are confident to ask a member of staff for support when needed.

All children make good progress with their learning. Staff are highly effective at tailoring the learning to the individual child. For example, children with special educational needs and/or disabilities enjoy sessions such as 'Bucket Time', which helps them to focus their attention and introduces them to new activities.

Children settle quickly when parents drop them off. They confidently explore the resources and happily immerse themselves in an activity of their choice. They react positively to the learning opportunities. For example, children use small bricks to make a garage and place cars inside. Other children imaginatively make ice creams using sand and containers. The children chat enthusiastically to each other, which helps them to form good relationships.

Children behave well and understand what is expected of them. Staff sensitively remind children about rules, such as walking when carrying containers of water and using their 'indoor voices'.

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

- Staff enthusiastically engage with children and motivate them to learn. For example, children use their imagination to draw a shark and telephone connected by cable. Staff encourage children to extend their own learning by asking questions and showing interest, which motivates new ideas. Children make connections to electricity and mobile phone towers.
- Staff know the children very well and form good relationships with them. They engage the children in conversation and encourage them to participate in activities. Staff ensure that all children feel valued and included.
- Staff are skilled at supporting children to manage their emotions. They sit with the children and talk in a calm manner. Staff use sensory resources and the soft play area to gently focus the children. Children trust them and react positively to the strategies used.
- Partnerships with parents are exceptionally good. Staff keep parents informed of children's progress at pick up and through a mobile app. Parents comment that staff are extremely supportive and go above and beyond for the children. For

example, the manager donated a specially adapted pushchair to a child in need.

- The manager supports staff with regular supervision sessions and training. She values staff and considers their well-being. For example, staff comment that she has an open door policy and they feel part of a team.
- Staff ensure that all children have access to the curriculum to support their learning and development. Staff skilfully incorporate the children's interests into activities. For example, children are learning about the life cycle of butterflies, which was inspired by the children's interest. They listen to 'The Very Hungry Caterpillar' story and have successfully released butterflies that they have nurtured from caterpillars. This helps them develop their understanding of the world. However, staff do not make full use of opportunities that arise during activities to develop children's mathematical skills, for instance by counting in sequence and recognising numbers.
- Staff provide a stimulating outdoor area for children to develop their physical skills. For example, children climb and balance, showing good control and coordination. They manage their own risks, showing an understanding of how to keep themselves safe.
- Staff actively promote communication and language. They engage children in discussion and use sign language to further support children's understanding of communication. The special educational needs coordinator is skilled at developing resources to further enhance the children's learning and development. For example, children use visual timetables to follow routines, and Makaton signs to communicate their needs. Children enjoy making marks using pencils and chalk. However, staff do not provide a wide variety of experiences for them to encourage free expression in art and design.
- Staff provide a variety of interesting resources and activities for children, to support their learning and development. However, they do not always encourage their self-care and independence skills, such as at snack and mealtimes.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are committed to keeping children safe from harm. Staff have a good understanding of the signs and symptoms of abuse. They know the procedures to follow if they are concerned about a child's safety and welfare. The manager ensures staff are adequately trained in paediatric first aid and broader safeguarding training. Staff have regular meetings to make sure their knowledge in safeguarding is secure and up to date. All staff working with children have the necessary checks in place to ensure their suitability. Staff are proactive in risk assessing the setting. For example, they check that the environment and equipment is safe for use.

## What does the setting need to do to improve?

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

- consider ways to further improve opportunities for children's free expression in art and design
- support staff to further develop their skills in implementing the curriculum for mathematics
- provide further opportunities for children to develop self-care and independence skills during every day routines.

## Setting details

<b>Unique reference number</b>	2558027
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10239171
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Wildern Opportunity Group
<b>Registered person unique reference number</b>	2558026
<b>Telephone number</b>	01489787968
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wildern Opportunity Group initially registered in 1988 and re-registered in 2019 to change to a charity organisation. The pre-school operates from Centre 2000, in Hedge End, Southampton. The group is open each weekday, from 9am to 3pm, during term times only.

## Information about this inspection

### Inspector

Loretta Murphy

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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