

# Inspection of Wyvern Nursery @ The Hollies

Hollies Children Centre, South Street, TAUNTON, Somerset TA1 3AG

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Inspection date: 5 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have secure relationships with staff and confidently leave their parents. Children are keen to share their plans with staff and other children. For example, at welcome time, they talk about what they will do that day. They feel part of the group and confident to make choices and express their views. Children show positive attitudes to learning. They enthusiastically identify weeds and plants in the garden and talk about the different plants.

Children's behaviour is good. Staff encourage children to solve problems by asking questions, such as 'What could we do about that?', to encourage children to think of solutions. For example, when talking about reaching fruit on a tree in the garden, children suggested cutting the tree down. Staff responded, 'We could reach the apricots if we cut it down, but do you think the apricots would still grow?'. This encouraged children to think of the consequences of solutions.

The nursery remained open throughout the COVID-19 pandemic. Staff kept in touch with the families of children not attending and supported their learning at home. For example, to prepare older children for going on to school, staff shared ideas with parents for supporting children's independence and fine-motor skills. Partnerships with parents are strong. Parents speak warmly of staff and the care their children receive. Parents value the meetings they have with their child's key person. These enable them to understand their child's development and how they can further support their child. Where staff identify that a child would benefit from further support, they work sensitively with parents and other professionals to fully support the child's learning and development.

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

- Staff know the children well. They know what children enjoy and what they need to develop further. This allows staff to plan activities that support children's development and learning. For example, recognising children's interest in throwing balls, the staff set up a target game with numbers by the targets. Children pointed out the numerals and talked about them as they threw or placed the balls into the holes, developing their understanding of number.
- Staff work with parents to identify children's starting points, likes and dislikes. They use this information to help children feel settled and secure in the nursery. For example, they sing children's favourite songs from home to ensure children settle into the nursery.
- Staff support children's communication and language well through positive relationships and sensitive conversations. Staff engage children in conversations, thinking things through and solving problems.
- Children show delight in the things they have created. They proudly show a

colourful peg board 'birthday cake' and share the 'cake' with staff.

- Staff identify where children need additional support with their speech and language development. Staff across all areas of the nursery use signing to support communication. For example, in the baby room, staff sign 'finished' at the end of an activity and, at snack time, staff sign 'milk' and 'water' to support children in making a choice.
- During adult-led group times, such as story time, some children become distracted and lose concentration on the activity. Staff do not always ensure that all children are supported to engage in the activity.
- Staff model positive behaviours and manners, such as saying 'no thank you' when a child pushes away a piece of strawberry at snack time.
- Staff encourage children's independence by supporting children to serve themselves at snack times and lunchtimes. However, at times, children sit waiting for longer than necessary and lose focus while they wait for their turn to cut up fruit or to serve themselves.
- Leaders and managers support staff development well. They are aware of strengths and weaknesses within the team and take action to support all staff. For example, they are planning staff training to support staff in using two or more signs together to build on the signing already used in the nursery.
- Children benefit from visits to the community. For example, they visit a local care home and recently joined the residents for the Queen's Platinum Jubilee celebrations.
- Staff work alongside local schools to support children moving on to Reception. Teachers visit the nursery to meet the children who will be in their class in September and to talk to the children's key persons. This supports children's transition from nursery to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms that may mean a child is at risk of harm, and the need to record and report this. Staff know how and when to report concerns, including if they have a concern about the conduct of a colleague. They attend training to keep up to date, including training about radicalisation. Staff encourage children to understand and promote their own safety, for example when using knives to cut their fruit at snack time. Staff use the message board to remind children of the rules, to keep them safe.

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

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

- organise daily routines to minimise the amount of time that children are waiting
- review adult-led group activities to ensure that all children are engaged and

encouraged to take part.

## Setting details

<b>Unique reference number</b>	EY456118
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10233870
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Wyvern Nursery Limited
<b>Registered person unique reference number</b>	RP903107
<b>Telephone number</b>	01823330554
<b>Date of previous inspection</b>	8 September 2016

## Information about this early years setting

Wyvern Nursery @ The Hollies Children's Centre re-registered under the current management in 2012. It is one of five nurseries managed by Wyvern Nursery Ltd. It operates from Taunton, Somerset. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery is open five days a week, from 8am to 6pm, for 50 weeks of the year. There are 10 members of staff employed to work directly with the children. Of these, eight staff hold an early years qualification at level 3 and one holds a qualification at level 2. The nursery follows the High Scope educational philosophy.

## Information about this inspection

### Inspector

Louisa Painter

## 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 nursery manager and the inspector completed a learning walk together and discussed the curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the communication and interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views on 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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