

Inspection of The Den

Wellington Primary Academy, Oatway Road, Tidworth, Wiltshire SP9 7FP

Inspection date: 7 February 2023

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

The provision is good

Children love having their own ideas and experimenting with the wide range of resources and activities available to them. Children create pictures, while staff encourage them to think about traditional stories they have been learning. They use lollipop sticks and glue to make houses for the little pigs, to protect them from the wolf. They independently draw and colour pictures, enthusiastically telling staff what they have made. Staff value and capture what children have said by recording their words, ready to share with parents at the end of the day. Staff provide similar skilful teaching during small-group teaching time, where children sustain their concentration as they enjoy learning new vocabulary by naming interesting objects hidden in the 'bucket'.

Children enjoy playing with farm animals and use different food types to represent farmyard features, such as mud made of chocolate mousse, hay bales made of cereal biscuits and lettuce for animal feed. Children name the animals and start to develop imaginative play. Children feel safe. They are confident talking to staff and playing with other children. Staff encourage all children, including those with special educational needs and/or disabilities (SEND), to make friends and learn to play with one another.

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

- Leaders have a clear curriculum for children to help prepare them for the next stages of their learning. They place a high value on the impact that the early years can have on children's long-term progress. Leaders have considered what children need to learn and plan activities that match their interests so that they enjoy learning while playing. For example, staff encourage children that enjoy playing with dinosaurs to stomp their feet up to five times, which helps children develop an understanding of the value of numbers.
- Leaders have an accurate view of what is going well and what needs to improve. They provide staff with professional development training and regular coaching. Leaders support staff to make improvements and empower them to make the necessary changes in response to their knowledge of the children they care for. Leaders and staff have the same ambitions for all children, including those with SEND.
- Leaders have systems in place to monitor children's progress and identify gaps in their learning. The main school's special educational needs coordinator (SENCo) knows children's needs and monitors the quality of assessments and interventions. They work closely with external agencies to make sure that children receive the specialist support that they need. Staff provide children with SEND with regular opportunities throughout the day to practise the key skills that they need to close gaps in their learning.

- Staff develop strong relationships with children. Interactions with children are always friendly, warm and attentive. Staff are knowledgeable about the importance of developing children's vocabulary. They extend children's speaking by modelling what they have said and adding additional language so that children can learn new words. However, occasionally, some staff do not consistently use opportunities to extend children's language.
- Children behave well. Staff generally give children clear guidance on the behaviours that they expect, and children respond positively. However, sometimes, daily routines take too long and some children are unsure of what to do. This can result in unsettled behaviour.
- Parents speak highly of staff that work with their children. They appreciate that their children settle quickly and are happy to attend. Staff work with parents to share children's successes and discuss potential concerns that may impact a child's development. Leaders at the main school meet with parents to resolve concerns and seek solutions.
- Children are part of the community of the main school. They walk to the school hall and eat their lunch. They have made good progress with mealtime routines, learning good manners, staying in their seats, asking for help and waiting patiently. Staff talk with children about the foods that they eat and which foods keep them healthy. Children are growing in confidence as they become familiar with staff across the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a culture among staff that helps keep children safe. All staff are alert to spot the signs that a child may be at risk of harm. They have clear procedures to report concerns to appropriate authorities. All staff are vigilant to ensure the premises are safe and secure. Leaders support staff to work closely with the school's safeguarding procedures and provide regular training. Staff provide children with clear expectations when they are playing, particularly helping children develop the confidence they need when using climbing equipment safely in the outdoor environment.

What does the setting need to do to improve?

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

- support all staff to consistently extend children's vocabulary through their interactions so they can develop their language even further
- make sure that children know what to do during routine changes throughout the day, to help them maintain their positive behaviour.

Setting details

Unique reference number	EY482325
Local authority	Wiltshire
Inspection number	10265316
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 4
Total number of places	32
Number of children on roll	31
Name of registered person	RWBAT ENTERPRISE LIMITED
Registered person unique reference number	RP908052
Telephone number	01264 316858
Date of previous inspection	2 June 2017

Information about this early years setting

The Den registered in 2015. The setting is within the grounds of Wellington Primary Academy in Tidworth, Wiltshire. The setting opens each weekday from 9am to 3pm, term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. There are four members of staff working with children. Of these, one holds qualified teacher status and two hold relevant level 3 qualifications.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is 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 talked to staff at appropriate times during the inspection and took account of their views.
- The setting's leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 a joint observation of a communication and language activity with the setting's leader.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a sample of key documentation on request.

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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