

Inspection of Brambles Cholderton

Cholderton Rare Breeds Farm, Amesbury Road, Cholderton, Salisbury SP4 0EW

Inspection date: 14 April 2023

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 are warmly greeted at the gate as they wave goodbye to their parents, ready to explore this unique outdoor learning environment. Children go with their key person to their outdoor area. The younger children have stories read to them in the yurt with a log fire, keeping the space cosy and warm.

The older children sit around the campfire circle, listening to the fire safety rules, where they watch the fire being lit. Staff welcome the children, using signing to support their communication and understanding. Children carefully count how many of them are sitting around the circle, introducing numbers in a meaningful way.

The setting provides a spacious environment for the children to be physically active. They have lots of opportunities to run, swing in hammocks and build using large resources. Staff support children to lead their own learning and follow their interests. They respond to children's ideas and support them to build their learning. For example, children help to make the play dough and then make pretend 'daffodil cupcakes'. This also develops children's fine motor skills.

Children behave well. Staff use clear, gentle communication to help children take turns. For example, children readily line up to wash their hands before lunch.

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

- The manager carefully plans the curriculum to incorporate all areas of learning. She works well with staff to monitor children's development. All staff carry out observations of children's learning. Each term, they have a focus week to monitor and review children's learning experiences. The key person uses this to track children's development and plan what the children need to learn next.
- Children have access to a very good learning environment providing a wide range of experiences. Staff carefully plan how they can implement their ethos of an eco-friendly environment. For example, children plant, grow and harvest their own produce.
- Staff encourage children to talk about what they are doing and seeing. Children spontaneously go on bug hunts, using magnifying glasses and pots to examine what they find. Staff foster a two-way flow of conversation between children. They use careful questioning to promote further learning, for example saying, 'Shall we go and look under here?' Children are also learning mathematical language while exploring the natural world to describe the insects they find, such as 'big', 'little' and 'lots'. As children explore, they use their muscles to dig and move tree stumps to find more bugs.
- Staff support older children to learn and understand about their feelings. They

know how to guide children with managing their emotions, for instance by using breathing exercises. Children have access to the 'bucket full of happiness'. This includes resources for children and staff to use together to learn about their emotions. However, at times, staff do not always respond to children's changing emotions during free-flow play, such as when they are playing in the mud kitchen. This means children are less engaged and lose focus, which does not support their learning as well as possible.

- Children gain a good understanding of healthy eating and promote independence skills. Staff include the children when making their snacks. Children learn to chop fruit and vegetables safely. For example, they take part in making corn fritters and then watch the cooking on the campfire.
- The staff and manager support children with special educational needs and/or disabilities (SEND) well. They seek advice from local authority advisers to ensure children make good progress.
- The manager is passionate about her role and places a strong emphasis on staff's well-being. All staff have regular supervision and training. The manager and qualified staff support apprentices well. This means apprentices develop good teaching skills. For example, they confidently read stories aloud to children.
- The manager and staff build positive partnerships with parents. They communicate daily and share information. Parents receive regular updates about their child's development and photos of what the children are learning. Parents comment on how they work as a team to overcome challenges. This strong partnership supports children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a strong recruitment process which ensures the suitability of staff working at the setting with the children. All staff have good safeguarding knowledge. They undertake regular training, such as on the 'Prevent' duty. This means they know what to do and how to report a concern about a child's welfare. There is a strong emphasis on children's safety. Staff assess risk to the environment to keep children safe while they play.

What does the setting need to do to improve?

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

- support and recognise all children's needs to engage in activities successfully.

Setting details

Unique reference number	2621408
Local authority	Wiltshire
Inspection number	10280969
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	67
Name of registered person	Brambles Outdoor Nursery Group Limited
Registered person unique reference number	2530782
Telephone number	01980671417
Date of previous inspection	Not applicable

Information about this early years setting

Brambles Cholderton registered in February 2021 and is situated next to Cholderton Rare Breeds Farm, near Salisbury. The setting provides an outdoor-centred provision for children aged one to five years. It is open Monday to Friday, 8am to 4pm, all year round. The setting receives funding to provide free early education for some children aged three and four years. There are 11 members of staff. Of these, two hold a level 6 qualification, one holds a level 5 qualification, three hold a level 3 and four are unqualified.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- This was the first routine inspection the nursery 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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