

# Inspection of Wind In The Willows Preschool Ltd

Plot E, Shears Drive, Amesbury, Salisbury, Wiltshire SP4 7XT

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Inspection date: 3 May 2023

<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 of all ages enjoy attending. They arrive happily and have close relationships with staff, which helps them to feel settled and secure. For example, babies benefit from lots of cuddles and interactions with their carers. Children spend much of their time outside where they make choices about their play and explore independently. Pre-school children investigate plumbing fittings, putting them together and pouring water through them. Younger children explore different textures as they play with toy animals in sand, water, grass and other materials they have collected. Children have good opportunities to learn about living things. They help to care for the pre-school's chickens, rabbits and guinea pigs, and a new gardening area is currently under construction, which staff will use to extend children's knowledge of the world further. Children are well behaved. They learn to regulate their emotions, and older children confidently discuss the 'golden rules'.

Staff know the children well and have high expectations for every child, whatever their individual starting points. They provide a varied range of activities that engage children and take account of their interests. They support children that need additional help with individual plans and focused activities effectively. Children make good progress.

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

- Staff have a secure understanding of what they want children to learn and why. They get to know children well, liaising with parents to find out their starting points and then making regular observations of their progress. This enables them to identify what each child needs to do next and provide activities that support their learning. Staff use effective teaching methods to engage and motivate children. They build on what they already know, ask them questions to help them think for themselves and praise them for having good ideas.
- Children focus well on a varied range of interesting learning opportunities. For example, they listen intently to a story, joining in with refrains and discussing how the characters are feeling. Overall, leaders and staff provide an enabling learning environment. For example, children aged two to three have a large, well-equipped classroom and outdoor space, which supports their learning well. However, the baby room has recently been moved and is still being developed. Babies now have free access to a small outdoor area that successfully supports their growing independence, and they enjoy spending time there. However, it is not fully equipped to support their learning, and staff do not always ensure that babies have sufficient learning opportunities when outside.
- Children behave well. They learn to share and take turns and confidently tell staff if they feel that another child is not following the rules. They build good friendships and play together happily. For example, they enjoy playing in a den

with one another. Staff use happy and sad face cards to help children manage their behaviour and discuss their feelings. They are quick to offer praise for desired behaviour, recognising good sharing and the use of 'kind hands'.

- Children generally communicate well. Many older children chatter confidently as they play and interact with others, talking about a wide range of subjects. Staff use effective strategies, such as sign language and visual cards, to support children who need extra help with their communication skills. Some babies have dummies in their mouths for long periods, which limits their speech development. Staff are not consistently proactive about working with parents to find strategies to reduce or stop the use of dummies.
- There are strong partnerships with parents. Parents and staff share information about children's starting points and progress to ensure a joint approach to their learning. Leaders and staff provide support for the whole family, signposting them to services that may be helpful.
- Leaders and staff have taken part in an accreditation scheme that helps them evaluate what they do and make ongoing improvements. Leaders monitor staff practice and ensure training is easily accessible to develop their knowledge and skills further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly remind children about playing safely and discuss safety with them, such as when using sharp skewers to make fruit kebabs. The police have visited to talk about internet safety to the pre-school children, and leaders share information with parents about how they can monitor their child's use of the internet. Staff have a secure understanding of a wide range of possible signs that a child may be at risk of harm. They know what to do if they have concerns and understand that it is their responsibility to follow these through if leaders do not take action. They also know what to do if they have concerns about the conduct of one of their colleagues.

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

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

- build on the existing developments in the provision for babies to ensure that they enjoy a varied and rich set of experiences to help them make further progress
- develop effective strategies to limit the use of dummies to support babies' emerging speech.

## Setting details

<b>Unique reference number</b>	2519751
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10287441
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	61
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Wind in the Willows Pre-School Ltd
<b>Registered person unique reference number</b>	RP904209
<b>Telephone number</b>	01980 258428
<b>Date of previous inspection</b>	12 May 2022

## Information about this early years setting

Wind In The Willows Preschool Ltd is situated in Amesbury, Wiltshire. It originally registered in 2010 and then re-registered in 2019 in new purpose-built premises. The pre-school operates from 7.30am to 6pm, Monday to Friday. It employs 16 members of staff, including managers. Of these, three hold a relevant childcare qualification at level 6, one holds level 4, seven hold level 3, two hold level 2 and three are working towards qualifications. The pre-school receives funding for children aged two, three and four years. The pre-school also provides a breakfast and after-school club for school-age children.

## Information about this inspection

**Inspector**  
Catherine Sample

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the room leaders joined the inspector on a learning walk and talked to her about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- 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 a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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