

Inspection of Wind In The Willows Childcare (Sefton)

Ronald Ross Avenue, Bootle, Merseyside L30 5RH

Inspection date: 15 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this outstanding setting, where children are at the heart of everything the staff do. The dedicated staff team provide a highly effective key-person system for all children, which starts with their very first settling-in session. Parents form a vital part of these sessions in order for the setting to build relationships with families. Children are familiar with the securely embedded routines, which help children to understand the expectations of them. For example, when it is time to go outside, they excitedly find their hats and help their friends. Children remind staff to put sun cream on to 'keep them safe' before lining up to go outside. As a result, children behave exceptionally well. They are settled and confident to embark on their learning journey at nursery.

Communication and language are promoted exceptionally well. Children and staff have learned signs in each room to make sure that the setting is fully inclusive; this is particularly important for children who have hearing impairments. Children have acquired this skill as staff are extremely patient and are very good role models. Children listen to their favourite songs and nursery rhymes and staff sing along with them. Babies learn new words, such as 'crunch', as they explore their senses with cereal. Staff support toddlers to communicate what they would like to do by modelling simple sentences to them. Pre-school children confidently engage in conversations with staff during all aspects of their play. These strong foundations in communication and language help children to progress exceedingly well in all areas of learning.

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

- The setting has a detailed and highly effective curriculum. The staff team use their in-depth knowledge of children's current interests to plan for their individual and specific needs. Staff understand the intent for each activity and how to provide further challenge to extend children's learning. Furthermore, they simplify activities for those children who need it in order to reach their full potential. As a result, all children make excellent progress in all areas of development.
- Parents speak highly of the support that the staff give to them, and say that they go above and beyond. Parents feel that they are kept up to date about their child's development. They say that the home learning packs help to make them feel included in their child's learning. Parents say that they enjoy events at the setting, which promote partnerships. For example, parents have recently enjoyed a pamper night at the nursery. Families make good use of the 'donate and rotate' lending library that is available for them to use. Consequently, children and families are supported extremely well in all aspects of learning and care.

- The provider has an in-depth knowledge of the local community and the needs of the families attending the setting. For example, she offered cooking classes to help parents to learn about shopping for and making affordable meals. The setting is registered with the Royal Horticultural Society and they hold the level 5 award. This means that they have shown that they can plant, grow, harvest and use the produce that they grow effectively. The setting has made soup with their vegetables and donated it to the local food bank to help families. Consequently, children are learning to be responsible citizens of the community.
- The provider is an inspirational role model to the staff. There is a strong focus on staff's work/life balance, and she finds out what is important to them in order for them to carry out their roles effectively. Managers and staff are committed to promoting the setting's key principles, with a focus on staff well-being and their professional development. Subsequently, staff work extremely well together to offer the best possible care for the children.
- Provision for children with special educational needs and/or disabilities is excellent. The special educational needs and disabilities coordinator is extremely knowledgeable and skilled. Staff quickly identify any developmental concerns. The manager provides children with additional one-to-one support. This is highly effective in narrowing any gaps in development. Practice is inspirational. The local authority has used examples of their practice for some training being delivered in the locality. As a result, children with additional needs and or disabilities make excellent progress.
- Children develop an understanding of their peers' home language. For example, at group time, children choose a flag that represents the home country of children attending the setting. Staff sing a welcome song in the chosen language and children sing along too. Staff use key phrases throughout the day to support children who speak English as an additional language to make the links between their home language and the English language. Consequently, children are developing a deep understanding of different languages, the wider world, and what makes them unique.
- Children's independence shines through. They confidently use cutlery, serve their lunch and pour their own drinks with ease. Older children help younger children with their hats and shoes. Children manage their personal needs extremely well and communicate to staff when they need help. Children have excellent manners and behave exceptionally well. Staff are excellent role models and have a passion for providing quality teaching and learning for all children. Consequently, children understand the expectations of them and are empowered to attempt tasks with confidence.

Safeguarding

The arrangements for safeguarding are effective.

The management team implements robust recruitment procedures, including a detailed company induction. A bespoke safeguarding training booklet is in place for all staff, which incorporates local procedures. The management team and staff have an excellent knowledge of how to safeguard children. All staff are aware of

the procedures to follow should they identify any signs or symptoms that may indicate a child could be at risk of harm, including allegations against their peers. Staff are deployed effectively so that children are well supervised and cared for. Staff are trained in paediatric first aid, further promoting children's safety and welfare. The premises are safe and secure, with fingerprint entry for staff to enter the buildings. This ensures that unknown visitors are not able to enter the building unsupervised.

Setting details

Unique reference number	EY447151
Local authority	Sefton
Inspection number	10285428
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	0 to 4
Total number of places	70
Number of children on roll	82
Name of registered person	Wind In The Willows Childcare Limited
Registered person unique reference number	RP901338
Telephone number	01515211555
Date of previous inspection	5 October 2017

Information about this early years setting

Wind In The Willows Childcare (Sefton) registered in 2012. It is located in Bootle, Merseyside. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to level 6. Six are working towards their qualifications and the provider holds a level 7 qualification. The nursery opens Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Martin

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 and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the manager and provider. She spoke with staff and children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and relatives shared their views of the setting with the inspector.
- A sample of relevant documentation, including staff's qualifications, was viewed by the inspector and taken into account.

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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