

Inspection of Wilstock Gardens Childcare

2 Viking Close, North Petherton, Bridgwater TA5 2SS

Inspection date: 13 September 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 arrive happy and excited to engage in their play and activities. They are inquisitive and enjoy exploring, leading their own learning. Staff follow sensitive settling-in procedures. Children new to the setting quickly feel secure and engage in the good learning experiences. Children with special educational needs and/or disabilities are fully included in all activities, and all staff understand and meet their needs well.

Children are eager to join in with adult-led activities. For example, they enthusiastically gather round to make salt dough, learning what and how much of the ingredients they need. They see what impact adding water has and describe how it feels, using words like 'sticky'. They use a range of tools to make changes, and staff help them to describe their imaginative creations. Children enjoy acting out real situations, such as having a birthday party. Young children learn new words, such as spatula, as they pretend to bake a cake. Staff challenge older children well as they encourage them to make predictions, such as how many more slices they need to make a whole cake. They then find out by trial and error if they are correct. Staff add additional resources to extend children's knowledge. For example, as children name colours of paint, staff add more to challenge them further.

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

- The manager plans an ambitious curriculum, focusing on securing children's prime areas of development to build firm foundations for their next stages of learning. She intends for staff to narrate, recast and add to children's language skills, ensuring they repeat words in different contexts to embed and help children's understanding. This is implemented well, so children become confident communicators. Although children enjoy stories, staff do not use them as effectively to help older children understand that they can also be used to supply information.
- Overall, staff implement the curriculum successfully. The well-planned environment enables children to make choices and lead their play. Staff take an interest in what fascinates children, which motivates children to be confident to have a go and keep persevering with new tasks. This underpins their resilience and ability to learn. However, they do not always make full use of routines, such as snack and lunchtime, as a learning opportunity.
- The manager oversees the monitoring and assessment of children's development well. The required progress checks between the ages of two and three are thorough and provide good information to quickly identify any gaps and work with outside agencies to help children catch up. Parents and staff work together well, such as helping children to use a potty and preparing them for school.

- The manager and staff place a strong focus on health and well-being as central to children's development. Staff keep children safe in the sun and teach them healthy practices. Children have daily opportunities to engage in physical activities and develop their core strength. For example, they gain a strong sense of achievement as they hang on and swing from bars. This strengthens their shoulders and hands ready for writing. Babies and toddlers climb on soft play equipment, promoting their balance and coordination.
- Children behave extremely well. Staff are kind, gentle and respectful towards them, so children respond well to their interactions. For example, young children happily cooperate with nappy changing, as staff smile and chat with them. Older children listen well to important safety instructions and take appropriate action to prevent accidents. For example, they confidently swing on ropes, stopping to avoid collisions.
- Parents are extremely positive about the setting. They comment on how well their children are progressing, particularly in their speech, confidence and physical development. They confirm how well staff know their children as individuals and how the good information enables them to support children's learning at home.
- The manager supports her staff well in evaluating their practice. She enables them to gain qualifications and, through observation and feedback, she improves the quality of teaching and learning. The staff are enthusiastic, and the manager recognises their strengths and areas for development. In addition, she provides free healthy lifestyle courses for parents, which has a positive impact on children's welfare and development.

Safeguarding

The arrangements for safeguarding are effective.

All staff have safeguarding training as part of their induction, in addition to compulsory training. The manager and staff have a good understanding of signs and symptoms to be aware of and the procedures to follow if they have concerns that a child may be at risk of harm. Staff know who they can go to and where to get information if they have concerns about a colleague. Staff are deployed effectively to enable children to have free flow, indoors and outdoors. The premises are secure and safe, and staff carry out good safety procedures. For example, the additional room is kept locked when not in use to prevent unsupervised access.

What does the setting need to do to improve?

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

- make greater use of routines to support children's learning further
- help older children to gain an understanding that books can be used for information, to extend their literacy development.

Setting details

Unique reference number	2653265
Local authority	Somerset
Inspection number	10305538
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	1 to 3
Total number of places	10
Number of children on roll	10
Name of registered person	Live Naturally CIC
Registered person unique reference number	2653266
Telephone number	07879440156
Date of previous inspection	Not applicable

Information about this early years setting

Wilstock Gardens Childcare registered in 2021. It operates from purpose-built, ground floor accommodation in Bridgwater, Somerset. The setting operates Monday, Wednesday and Friday, from 8am until 5pm, for 50 weeks of the year. The owner/manager holds an early years qualification at level 3. She employs four members of staff. Of these, one holds an appropriate early years qualification at level 3 and two at level 2. One member of staff is an apprentice.

Information about this inspection

Inspector

Elaine Douglas

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 manager led the inspector on a learning walk to discuss their curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The manager and inspector conducted a joint observation of children's play and discussed the quality of teaching and learning.
- The inspector observed the quality of education and care, indoors and outdoors, and assessed the impact this was having on children's development.
- The manager and inspector held a leadership and management meeting, and the inspector checked relevant 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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