

Inspection of Wild about Play

Roof Garden, Oasis Academy, 184 Lower Richmond Road, London SW15 1LY

Inspection date: 30 January 2024

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

Staff want the very best for all children. They plan and implement their curriculum in the outdoor environment. Staff are enthusiastic about this which motivates children to play and learn. They are particularly good at teaching children to take manageable and age-appropriate risks. For example, staff support children well when they use real tools, such as a bow saw to cut up wood for different purposes. Children demonstrate a clear understanding of the rules and how to keep themselves safe. Staff engage children in imaginary play as they mix natural resources to make their own concoctions at the mud kitchen. Children thoroughly enjoy these interactions and show high levels of concentration.

The relationships between staff and children are strong. Staff are kind and caring. They recognise the vulnerabilities of some children, especially those who are going through significant changes in their family life. This helps children to settle quickly and feel happy. Staff make their high expectations clear to the children. For instance, they expect children to play well together and take turns. Staff encourage children to create stories using their imagination. This practice helps to promote children's language skills well. Children gain important knowledge and skills for their future education.

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

- The provider is highly motivated in evaluating the quality of the provision. She considers the views of her staff team and other professionals to identify the strengths and areas for development. This includes reinforcing the setting's 'it takes a village' programme to further enrich children's experiences. In addition, the provider is exploring other ways to enable children to see basic words in different languages. She finds this will further raise children's awareness of similarities and differences between people.
- The provider leads her dedicated staff team very well. She is currently supporting the new manager to help strengthen their managerial skills. The provider offers staff training to continuously develop their teaching practice. For example, staff have gained further knowledge about visual representation of numbers. Following this, they incorporate numbers more skilfully in planned activities and spontaneous play. This has had a positive impact on children's early mathematical skills.
- Parents speak very highly of the staff. They comment that their children enjoy attending the setting. Parents find that staff are 'nurturing' and communicate well with them. The written testimonials from other parents reinforce these positive views. This strong partnership with parents helps to maintain continuity of care and learning for the children.
- Staff know the next steps in children's learning. This is because they carry out

regular observations and assessments of what children know and can do. All children, including those who speak English as an additional language, make rapid progress from their starting points. For example, children who had limited vocabulary are now confident speakers. However, there are some occasions when staff do not seize the opportunities to check on children's understanding and to promote their critical thinking skills as effectively as possible. During several activities, such as exploratory play and woodwork, they do not use questioning techniques to maximum effect, so children can connect and explain their ideas.

- Staff support children to have a positive sense of themselves. They teach them to become independent from a young age. For instance, staff encourage children to attend to their own personal needs, such as toileting. In addition, staff give children lots of praise and encouragement to promote good behaviours.
- The provider follows robust recruitment and vetting procedures to check that staff are suitable to fulfil their roles. Staff agree that there are procedures in place to help keep children safe. This includes effective staff deployment. As a result, children receive good levels of supervision, including on outings. Staff are confident that the provider will take the right action should there be any concerns about a child's welfare. They are able to identify any signs that might indicate that a child is at risk of harm.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the use of questioning techniques to check children's understanding and to further support their critical thinking skills.

Setting details

Unique reference number	2652165
Local authority	Wandsworth
Inspection number	10304880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	17
Name of registered person	Wild About Play Europe Limited
Registered person unique reference number	2544838
Telephone number	02071013255
Date of previous inspection	Not applicable

Information about this early years setting

Wild about Play registered in 2021 and it is located in the London Borough of Wandsworth. The setting is open from 7am until 6pm, Monday to Friday, all year round. The setting has nine staff members. Of these, one holds early years teacher status, one holds qualified teacher status and four hold relevant qualifications from level 3 to level 7. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 provider and manager took the inspector on a learning walk and talked about their curriculum. The manager and inspector observed an activity together and evaluated it.
- The inspector held discussions with the provider and manager at appropriate times during the inspection. She checked the relevant documentation, such as staff's suitability and qualification records.
- The inspector talked to parents and staff to gain their views on the quality of the provision. She engaged with the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning. She also accompanied children on their 'wilderness' walk.

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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