

Inspection of Little Wildlings Nursery

Kingston St Mary Church of England Primary School, Kingston St Mary Pre-School,
Greenway, Kingston St Mary, Taunton, Somerset TA2 8JH

Inspection date: 27 February 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

Children arrive happily and settle quickly. They share warm interactions with staff. Children benefit from fresh air and physical exercise, as they spend much of their time outside. They independently explore digging in soil, helping to care for the guinea pigs and learning about growth. They ably climb and run in the garden, using the climbing frame, and they create an obstacle course.

Staff provide an ambitious curriculum based on children's interests and next steps in learning. They focus their teaching effectively to support all children, including those with special educational needs and/or disabilities (SEND). Consequently, all children make good progress from their individual starting points. Staff know children well and have high expectations for their learning. There is a good focus on supporting children's communication and language development. All staff consistently interact with the children, providing them with good role models. This helps them to develop good social skills and behave well.

Partnerships with parents are strong. Parents appreciate the good communication from staff about their children's progress. They love the opportunities that the children have for outside play and comment that their children are happy and like attending the nursery.

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

- Staff get to know the children well. They engage younger children effectively and model building sentences by repeating what children say and adding words. For example, children say 'leaf' as they explore outside. Staff respond with 'green leaf' to encourage children to begin to put two words together and develop their language further.
- Children thoroughly enjoy using a range of materials to make daffodils as they explore spring, learn about St David's Day and practise saying words in Welsh. Children paint sticks, and staff introduce words such as 'stem'. This extends children's knowledge and builds on their vocabulary successfully.
- Overall, children's behaviour is good. Staff use effective behaviour management strategies consistently. This helps children learn to share and take turns. Staff support them well to negotiate. Children have a positive attitude to learning.
- Children demonstrate good concentration and focus well. They engage enthusiastically in the broad range of interesting learning opportunities. They listen intently to a story and enthusiastically sing songs. They are beginning to link sounds to letters and confidently identify words beginning with the letter of the week, such as 'holiday' and 'helicopter' for the letter H. However, occasionally, children have to wait for long periods when activities are changing, such as when they leave the nursery room and go to the forest school. During

this time, children become restless, and the noise levels rise.

- Children learn about some aspects of keeping themselves healthy. They know to wash their hands after playing outside and before eating. They help to plant and harvest food, which they then eat, and learn about healthy eating. However, staff do not always encourage children to wipe their noses for themselves, doing it for them instead, sometimes without warning. This does not help children to learn about the importance of preventing the spread of germs or help them to feel understood and valued. Children develop a good level of independence overall and proudly demonstrate what they can do for themselves.
- The joint managers lead the staff team well. They reflect on their practice and the provision. They provide staff with regular opportunities for personal development. For example, staff have learned about positive behaviour, which has led to children being more content. Children have daily opportunities to learn in the outdoor environment. As a result, children are more curious to explore and investigate, and they concentrate for sustained periods at activities of their choice.
- Staff develop good links with other settings and schools. They take the children to events at the host school to watch the Nativity or join in with harvest festival or sports day. Partnership working with external agencies and other professionals is also good. Children with SEND have good opportunities to develop their communication skills. All children make good progress in their learning.

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:

- improve strategies for changeover times so that children do not have to wait for long periods and remain better engaged
- encourage children to consistently manage their self-care to build on their understanding further, and ensure that all staff follow respectful care practices so that children feel valued.

Setting details

Unique reference number	2655320
Local authority	Somerset
Inspection number	10333409
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	26
Number of children on roll	26
Name of registered person	Little Wildlings Nursery Partnership
Registered person unique reference number	2655323
Telephone number	07359305725
Date of previous inspection	Not applicable

Information about this early years setting

Little Wildlings Nursery registered in 2021 and is privately owned and managed. It operates from Kingston St Mary Primary School, Kingston St Mary, near Taunton, Somerset. The joint managers hold appropriate early years qualifications at degree level. They employ three members of staff, one who is qualified to level 6 and two to level 3, and an apprentice. It opens from 8am until 6pm, Monday to Thursday, and 8am until 4.30pm on a Friday.

Information about this inspection

Inspector

Michelle Heimsoth

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.
- A manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children and staff during the inspection.
- The inspector spoke with both managers about the leadership and management of the setting.
- 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 of an activity with a manager.
- Parents shared their views about the nursery 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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