

# Inspection of Little Orchard Pre-school

Woodford Primary School, Middle Woodford, Salisbury, Wiltshire SP4 6NR

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Inspection date: 14 March 2025

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Leaders have created a well-sequenced, ambitious curriculum that allows children to reach their full potential. This helps children gain the fundamental skills and knowledge they need for lifelong success. Staff provide children with a wealth of opportunities to enrich their learning experiences. For example, children study the growth of daffodils and learn complex words, such as germinate, stem and stalk. Staff naturally widen children's knowledge. They excitedly look inside the petals and spot 'nectar'. This enables children to extend their curiosity and deepen their concentration. Younger children begin to develop their smaller hand muscles during a gluing and sticking activity. Older children demonstrate excellent number and letter formation, in preparation for school. Children show high levels of engagement in their play. For example, they work collaboratively for long periods using magnetic tiles to build cages for their animals. Staff use effective questioning to encourage children to speak in more detail about the animals. Following this, children ask, 'Do zebras run faster than hippos?' Children are confident, curious and highly motivated learners.

Leaders and staff create a respectful environment through well-embedded routines, gentle encouragement and meaningful praise. This motivates children to make positive choices. Children are kind to one another and patiently take turns. Staff observe and allow children time to begin to navigate social situations and manage their own conflicts. Children remind each other of rules, such as 'sharing is caring'. Children behave exceptionally well. Children and staff have formed wonderful relationships, helping children to feel safe and secure.

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

- Leaders and staff use their expert knowledge of what children know and can do to sequence their learning. They meticulously plan activities for children that are ambitious. Staff skilfully question children, helping them to recall previous experiences. For example, children say, 'I remember I used a rectangle for my hippo.' This helps children to consolidate and embed their learning. Children excel in their learning and development.
- Staff's knowledge of each child's needs and robust monitoring ensure children make swift progress from their starting points. The effective key-person system helps staff to quickly identify gaps in learning. Staff undertake specialist communication programmes to promote sound articulation and pronunciation, helping to close gaps in children's learning. Leaders are proactive in building partnerships with outside professionals to further the continuity and support for children's learning.
- The highly effective focus on literacy means that children are developing the skills necessary to be confident readers and writers. Skilful delivery by the

knowledgeable staff means children are exceeding in their understanding of rhythm, rhyme, mark making and letter sounds. For example, children hold up an alligator and independently sound out 'a, a Alligator'. Staff widen children's knowledge of books as they ask them to name the parts of a book. Children excitedly call out, 'front cover'. Children develop a love and understanding of books.

- Children immerse themselves in the daily opportunities to explore and learn in nature. Children develop strength, stability and balance as they bounce around on space hoppers. Children acquire a secure understanding of healthy eating and how this links to their body. For example, children recall the healthy eating plate and say, 'Red foods are good for our heart, and purple foods help our brains.' Younger children demonstrate emerging self-care skills as they wash their hands independently. Older children confidently put on their own coats and shoes, ready to explore outside. Children learn how to become independent learners.
- Superb partnerships with the on-site school mean that children are extremely well prepared for their next stage of learning. For example, children from the school 'buddy' children who are preparing for their transition to reception. This helps children to begin to build relationships, helping create a smooth transition on to school.
- Leaders and staff work incredibly well together and form a close-knit team. They are highly reflective practitioners, who strive to improve their practice and inspire children's learning. Staff say that they feel very well supported to fulfil their roles. Leaders encourage staff to seek training, helping to improve children's learning experiences. For example, recent training on self-regulation and connection seeking helps staff to further promote children's emotional well-being. Leaders are excellent role models.
- Parents offer the highest praise for leaders and staff. They comment on the detailed information they receive about their children's learning and how to continue this at home. Parents value and feel part of the strong community ethos that leaders have created. For example, parents enjoy helping with fetes and take part in fundraising activities. Parents say their children 'flourish' 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.

## Setting details

<b>Unique reference number</b>	2706988
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10372475
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Huntley, Verena
<b>Registered person unique reference number</b>	2706987
<b>Telephone number</b>	01722 782878
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Orchard Pre-School opened in 2003 and moved to its current site at Woodford Valley Primary School in 2007. The pre-school opens each weekday, during school term times, from 8.45am to 3pm. The pre-school employs five childcare staff, including the manager who holds a relevant early years qualification at level 6. Other staff hold relevant early years qualifications at levels 2, 3 and 4. There is one unqualified member of staff.

## Information about this inspection

### Inspector

Chelsea Woollard

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- A meeting was held between the inspector and the manager to discuss leadership.
- 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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