

Inspection of Wildlings Preschool

Wildlings Preschool Ltd, Barby CE Primary School, Barby, Northamptonshire CV23 8TR

Inspection date: 22 January 2025

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 and their families receive a warm welcome as they arrive at this friendly pre-school. Children talk excitedly to staff and their friends and quickly settle. They hang their belongings on their coat pegs, collect their photos and register that they have arrived. Staff have high expectations of children's behaviour, such as insisting they use good manners and be kind to their friends. Staff praise children for their achievements to support their self-esteem and confidence. Children show a sense of pride as they successfully peel and cut their own fruit to eat at snack time.

Leaders design a curriculum that supports children's social and emotional development. There is a significant focus on children learning to appreciate nature and the outdoors. Leaders and staff plan activities around carefully selected themes, which they reinforce through well-known stories, such as 'Handa's Surprise'. Children learn about various fruits and confidently identify avocados, pineapples and mangoes. They make their fruit salad by using the fruits during a cooking activity.

There are several opportunities for children to enhance their physical development, particularly outdoors. The environment allows for both large- and small-muscle growth. For example, children lift and carry large bricks to construct a structure and make marks on a large easel using paintbrushes with paint and water. Additionally, children improve their hand-eye coordination by weaving paper to replicate a basket pattern.

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

- Leaders are passionate about their role and strive to provide the best start for children in their care. Staff speak highly of leaders and feel valued and happy in their roles. Leaders oversee the curriculum, reflect on practice and have a clear vision for the pre-school. Both leaders and staff work as a team to ensure continuous improvement.
- Partnerships with parents are good. Staff provide parents with frequent updates about their child's learning and progress. For example, through use of an online application, newsletters and invitations to attend parents' evenings. Staff speak to parents on children's arrival and collection, promoting a two-way exchange of information. Parents comment positively about the pre-school and staff. They appreciate the care and attention that staff provide and the strong relationships that their children develop with their key person.
- Children show strong levels of engagement and concentration and, overall, make good progress in their development. They enjoy taking part in a variety of learning experiences that are provided by staff. In the main, children benefit from staff's positive interactions during activities. However, during some small-

group activities, staff do not offer enough support to all children for them to actively participate. This means that some quieter children do not always benefit from the learning experience.

- Leaders offer a variety of experiences for children. These include walking to the local church and playing in a nearby woodland where they enjoy forest school activities. Children learn about other parts of the world through storybooks and fun activities, such as going on 'magic carpet' rides.
- Staff prioritise supporting children's communication and language skills. They consistently talk and interact with the children, read stories and sing rhymes. During activities, staff repeat words clearly for children to hear and remember, such as 'juicy' and 'core' when they discuss apples. Children are supported to develop a love of books. Children bring books from home to share with their friends. Leaders offer a 'lending library' for children to share books at home with their families.
- Staff skilfully incorporate mathematical language into various activities. They encourage children to count in different contexts, such as counting how many children are present during registration. Additionally, staff support children's learning by helping them identify shapes. For example, they recognise 'triangles' while building pyramids with magnetic shapes. Staff also discuss concepts such as 'halves' and 'whole' as children cut apples during snack time.
- Staff encourage the importance of making healthy choices through routines, discussions and activities. Children learn to manage their hygiene, such as washing their hands before snack time. They learn about healthy food by sharing books about vegetables and organic foods with their key person.
- Leaders foster a strong partnership with the school on the same site. For example, there is a strong relationship between the head teacher and the staff. Because of the shared site, children become familiar with the school. They begin to recognise staff and attend school events. In addition, leaders work with other local primary schools to ensure a smooth transition for all children starting school.

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:

- organise group activities more effectively, so all children can partake in and access the planned learning.

Setting details

Unique reference number	2693206
Local authority	West Northamptonshire
Inspection number	10367751
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	24
Name of registered person	Wildlings Preschool Ltd
Registered person unique reference number	2661559
Telephone number	07883011589
Date of previous inspection	Not applicable

Information about this early years setting

Wildlings Preschool registered in 2022. It is located in Barby, Northamptonshire. The pre-school opens Monday to Friday, term-time only. Sessions are from 9am to 12pm and from 12pm to 3pm. The pre-school employs five members of childcare staff. Of whom, four hold appropriate early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- Leaders 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 and leaders carried out a joint observation of group activities.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.

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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