

Inspection of Wild Oaks Early Learning Centre LTD

Trinity Road, Cirencester GL7 1JU

Inspection date: 15 May 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 are well cared for. Staff build good relationships with parents. This helps babies, and other new starters, settle smoothly into the day-care routines and enjoy themselves from the start. Children learn to behave well. Staff act as good role models for sharing and taking turns with others. Children recognise that they need to wait patiently before they have their turn.

The manager has a clear understanding of what she wants children in her setting to learn and why. She is equally ambitious for all children. Since the pandemic, the manager has placed a strong focus on developing children's communication, social skills, and independence to help prepare them for their move to school. Overall, staff teach children well to help them achieve the skills they need for their future learning.

The support for children with special educational needs and/or disabilities (SEND) is particularly good. Staff know the children well. They quickly recognise when some children might need extra help and work closely with other professionals, such as inclusion officers, to agree positive strategies. Furthermore, staff support children who receive early years pupil premium funding. For example, specific resources are bought to promote children's individual next steps. Children who receive early years pupil premium funding make good progress in their learning.

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

- The aim of the nursery curriculum is to support all children to become confident learners. Staff use their skills and the information that they gain from observations of children well to plan for children's individual next steps in development, providing activities that help children build on what they already know and can do. Leaders support staff to develop their skills and are aware of areas for development. However, there are times when some staff do not ensure that they provide support and challenge to maximise the curiosity and learning of the younger children. This leads to children sitting and observing other children's play or disengaging in their learning.
- Staff provide high levels of support for children with SEND. They involve parents in discussions and decision-making about their child. Staff work with other professionals and provide children with one-to-one support. They plan specific activities to support the targets set for each individual child. This support ensures all children are included and enables them to make good progress from their starting points.
- Staff support children's communication and language development well. They skilfully build younger children's vocabulary by repeating back and extending their sentences, adding in new words for children to hear. Pre-school staff teach

older children words such as 'nocturnal' while discussing what the word means. Children begin to repeat and learn these words and use them in context.

- Staff cater to the physical needs of children. They provide babies with ample space and appropriate resources that allow them to move in different ways. This helps to strengthen their muscles in preparation for their next stage in development. Older children engage in physical activities, such as running and climbing as they take part in map reading in the large outdoor space.
- Children gain a good understanding of mathematics from their play. Staff help children to learn more about number recognition, repetitive patterns, and measurement. For example, children use chalks to draw shapes and patterns on the floor. Staff notice these and introduce numbers along with words such as 'round', 'big' and 'small'.
- Parents speak positively about the service they receive and praise the work the staff do. Staff communicate daily updates about children's care and progress. Parents explain how they appreciate regular communication, which includes parents' evenings, online newsletters, and an online app. They comment that staff make it clear how they can build on children's learning at home.

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:

- focus professional development on helping staff respond consistently to younger children's different learning needs during activities, to ensure that they are fully challenged and engaged.

Setting details

Unique reference number	2665651
Local authority	Gloucestershire
Inspection number	10333090
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	0 to 4
Total number of places	55
Number of children on roll	55
Name of registered person	Wild Oaks Early Learning Centre Ltd
Registered person unique reference number	2665649
Telephone number	01285640964
Date of previous inspection	Not applicable

Information about this early years setting

Wild Oaks Early Learning Centre Ltd registered in 2021. It operates in Cirencester in Gloucestershire. The setting is open from 8am to 4pm, Monday to Friday, during term time only. There are 9 members of staff employed to work with children. The owner has a qualification at level 7, the manager has a level 6, one member of staff has qualified teacher status, one member of staff holds an appropriate level 4, five members of staff have level 3 qualifications, and one has level 2. The setting is in receipt of funding for the provision of funded early education to children aged two, three and four years.

Information about this inspection

Inspector
Marie Swindells

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 manager and inspector carried out a joint observation of two group activities.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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