

# Inspection of Wind In The Willows Portsmouth Ltd

Hester Road, Southsea, Hampshire PO4 8HB

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Inspection date: 28 January 2020

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

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

### **The provision is good**

The experienced and ambitious manager and her dedicated staff team are passionate about putting children at the very centre of what they do. There is a strong emphasis on children's emotional well-being. Staff know children well and have very high expectations of what they can do. Staff offer regular encouragement, which builds self-esteem and confidence. For example, when children are faced with challenges, staff tell them they believe in them. This encourages children to 'keep trying', which develops their resilience. Overall, children are happy and well supported.

Children's behaviour is exceptional. Staff are strong role models, who create a culture of mutual respect and teamwork. Children are highly responsive to each other's needs. For example, children identify when others need help and respond with sensitivity and care. Children celebrate each other's successes and offer encouragement when needed.

Staff have a good understanding of how children learn and provide activities that are built around their emerging interests. This creates a curriculum which excites, motivates and engages children to learn. The environment is skilfully organised and tailored to meet their individual needs. For example, babies use carefully placed, low-level equipment to pull themselves up into the standing position. This develops the physical skills that they will need for their next stage of development.

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

- The manager has a clear and accurate overview of the progress children make across the seven areas of learning. She uses this information to identify and swiftly respond to any potential gaps. Children with special educational needs and/or disabilities (SEND) are extremely well supported. Staff work in partnership with parents and professionals to ensure activities are tailored to meet children's individual learning needs. As a result, all children make steady progress.
- Staff provide carefully planned activities which are fully inclusive and incorporate children's next steps in learning. Children benefit from local trips which enhance their social skills and understanding of other cultures and communities. For example, children enthusiastically recall learning about recycling following a trip to a local clothes bank. They demonstrate an understanding of the impact of waste and how they can gift unwanted items to support others.
- Staff support early mathematical concepts well. Children show excitement as they work in pairs to find numbered ladybirds hidden in the garden. Children then match these with the numbers on their checklist. Babies enjoy exploring different textures as they handle dried rice. However, staff do not always

replenish materials to provide continuous learning opportunities.

- Staff prioritise children's communication and language skills at every stage of their development. They use skilful assessments to identify children who may need extra support and put effective measures in place. For example, staff have worked closely with professionals to implement a specialist programme to enhance children's pronunciation of words.
- Staff working with younger children use basic sign language as well as simple clear vocabulary and visual timetables. This supports children's early communication very well. As a result, younger children communicate their needs effectively. Children demonstrate a love of stories as they listen intently and join in with familiar phrases. Younger children imitate story time by reading to their peers.
- Older children demonstrate high levels of independence as they make their own choices and attend to their own care needs, such as toileting, dressing and pouring their own drinks. Children take responsibility for their own actions and understand the impact their behaviour has on others.
- Children are learning how to keep themselves healthy. For example, during a tower building activity, children thread cereal hoops on cocktail sticks. This initiates a discussion about why certain foods are healthy. However, staff miss opportunities to extend learning further through meaningful discussion at mealtimes.
- Children form secure and positive attachments with staff, seeking comfort when needed. Overall, staff are sensitive and responsive to children's needs. However, on occasion, the routine was not used flexibly to respond to the needs of young babies. As a result, babies had to wait unnecessarily before they could access their lunch.
- Staff work extremely well as a team and receive effective supervision from the manager. Peer observation is used to review practice regularly. Areas for development are identified and addressed through coaching and formal training. As a result, staff are highly skilled and feel supported and valued. This is reflected in the high-quality teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and her staff team know the children in their care very well and are dedicated in maintaining their safety. Staff complete regular safeguarding training and demonstrate a good level of knowledge and understanding of the policies and procedures to keep children safe. The manager completes appropriate checks on staff during recruitment to ensure their suitability.

## **What does the setting need to do to improve?**

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

- adapt routines to ensure they are flexible and responsive in meeting the needs of babies
- extend opportunities for meaningful discussions around healthy eating and lifestyles, with particular regard to mealtimes
- provide opportunities for babies to fully participate in play by making sure resources are replenished regularly.

## Setting details

<b>Unique reference number</b>	2515662
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10129335
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Wind In The Willows (Portsmouth) Limited
<b>Registered person unique reference number</b>	RP535283
<b>Telephone number</b>	07557958728
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The nursery registered in 2019 and is located in Southsea, Portsmouth. The nursery is open each weekday from 7.15am to 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 23 members of staff. Of these, two members of staff hold early years qualifications at level 6 and 16 members of staff hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Paula Sissons

### Inspection activities

- The inspector and the manager completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was completed with the manager.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector sampled a range of documentation, including suitability checks, recruitment files and staff development plans.
- The inspector spoke with parents and their views were considered.

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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