

Inspection of Wildernest

48 Cromwell Road, Hove BN3 3ER

Inspection date: 12 September 2022

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 confident learners. The outdoor learning environment is well planned and organised. Children learn how to work together and manage risks. For example, they work together to build bridges using crates and planks of wood. Staff support and encourage less confident children to walk along the bridge and praise their achievements. Children investigate bugs that they have found and confidently identify them. They gently pick them up and excitedly show them to their friends. Younger children use their imagination as they pretend to make an 'apple pie' in the mud kitchen. They use descriptive words to talk about their 'pie' and relate this to what they like to eat at home. Toddlers and babies develop their physical skills as they shuffle, crawl and start to pull themselves up to stand on well-placed equipment in the garden.

Children behave well. Staff support children to share and take turns through positive and gentle interactions. Children listen and comply well. They follow instructions from staff, such as placing their hands in the air to show they are listening. Staff guide babies and toddlers to behave appropriately through positive role modelling. Children have good communication and language skills. Staff ensure children have access to a language-rich environment by reading stories, singing rhymes and talking with them as they play.

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

- Managers show a clear curriculum intent for the nursery. They share this with staff who help children to build on what they know and can do. They offer a range of opportunities for children to explore the world around them. Their love of nature is part of their ethos and evident throughout the setting. For example, toddlers and babies explore garden vegetables as they use these to roll out play dough. Older children enjoy looking for bugs and talk about their characteristics. This supports children to gain an understanding of the wider world.
- Staff skilfully incorporate 'golden rules' through the children's interest in a toy police station. They share stories with children to help them understand the difference between right and wrong. Staff ignite children's imagination and help them to think about a range of different concepts, such as how to be a good citizen. This helps to promote and develop children's understanding of British values.
- Children regularly take part in forest school activities. These include pond dipping, using tools to dig, growing fruit and vegetables as well as embarking in growing competitions. Staff encourage children to make mathematical predictions. For example, they guess the height of sunflowers and how many insects are in the bug hotel. Children love to explore and to learn about the world around them. They listen to stories and talk about how 'bees make honey'

and 'spiders make webs.'

- Generally, children with special educational needs and/or disabilities (SEND) are well supported. Staff decide on strategies to support children with SEND, such as the use of targeted adult support and the use of non-verbal language, like visual clues. However, these strategies are not implemented consistently by staff. This means that children's experiences may differ depending on the knowledge or experience of staff.
- Books are successfully embedded into the curriculum to help ignite children's curiosity and imagination. Staff creatively use the 'book of the week' to plan a broad range of activities to inspire children to learn. For example, younger children explore their senses as they feel the different textures in the book, 'We're Going on a Bear Hunt'. Staff talk about the 'soft' grass and the 'gooey' mud. Older children create storyboards using different natural resources that they collect from the garden. Staff focus on promoting children's language development and engage them very well in conversations.
- Children enjoy a range of healthy food choices at snack time. They share out cups and plates with their friends and pour their own drinks. On occasion, they do not use daily routines as well as possible to extend children's skills. For example, to build even further on their developing independence.
- Babies and children choose different toys and resources to play with from accessible storage boxes and they engage well in their chosen activities. For example, babies find musical instruments and shake the shakers and toddlers choose to play with the train track. This supports them to become independent and make choices for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of the signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The owner and management team make sure that safer recruitment checks are carried out to ensure the ongoing suitability of staff working with children. The nursery environment is routinely checked to ensure the safety of children.

What does the setting need to do to improve?

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

- further develop children's independence skills by consistently allowing them to carry out tasks by themselves
- review the use of visual support systems for children to ensure that, where strategies are in place, these are effectively and consistently used to support

children's learning.

Setting details

Unique reference number	2649231
Local authority	Brighton and Hove
Inspection number	10254194
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	0 to 4
Total number of places	41
Number of children on roll	72
Name of registered person	The Nest Hove Ltd
Registered person unique reference number	RP546063
Telephone number	01273 087060
Date of previous inspection	Not applicable

Information about this early years setting

Wilderness Nursey was registered in August 2021. It is situated in Hove, Brighton. It is open from 7am to 7pm, Monday to Friday, for most of the year. The nursery employs 12 members of staff who work directly with the children, nine of whom hold appropriate childcare qualifications at level 3 and above.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.
- The manager showed the inspector key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022