

Inspection date	2 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and staff have an uncompromising commitment to achieving high-quality outcomes for children. They review and evaluate the quality of the provision extensively. For example, the manager's exceptionally strong monitoring of the educational programme quickly identifies any gaps in learning. These are swiftly addressed so children catch up promptly.
- Leaders and staff meticulously analyse information about children's achievements to develop highly focused next steps in learning for individual children. They use this information to plan enriching activities to support learning to the highest level.
- Children demonstrate high levels of confidence, emotional security and self-esteem. Excellent settling-in procedures help them get to know staff. For example, the manager and staff visit children and their families in their homes. This supports children to develop incredibly secure attachments with their special person from the outset.
- Children develop a superb understanding of how to keep themselves safe. For example, on walks into the local community staff support younger children extremely well to understand the importance of looking and listening for approaching cars. They help children to decide when it is safe to cross the road.
- Children who have special educational needs and/or disabilities are supported incredibly well through superb partnerships with parents and professionals to ensure they flourish.

What the setting needs to do to improve further

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

- enhance the superb partnerships with parents to extend methods to gather their views to further enrich self-evaluation.

Inspection activities

- The inspector observed the activities, the quality of teaching and supervision of children, throughout the setting. She accompanied staff and children on a walk in the local community.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-assessment information, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents spoken to on the day.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders and staff have an excellent understanding of safeguarding procedures and what to do to help to protect children from harm. Leaders have rigorous recruitment and induction procedures to help to ensure the continued suitability of staff. They use regular and precise monitoring of staff performance to ensure the quality of teaching is high. The highly qualified staff work exceptionally well as a team and are motivated to continue with their professional development. For example, recent training has focused on supporting staff to understand children's repeated patterns of behaviour in play. Leaders and staff make excellent use of self-evaluation to enhance their outstanding practice. However, they have identified other methods they can use to seek the views of parents to develop this even further.

Quality of teaching, learning and assessment is outstanding

Observation, planning and assessment systems are exceptionally rigorous and staff plan activities to challenge and extend children's learning. Staff ensure that children have a key role in their learning. For example, staff involve children in the planning and recording of ideas of what they want to do. Staff support children incredibly well to develop early literacy skills. For instance, children write their own shopping lists, to buy fruit they consider will make the best fruit kebabs. Staff really challenge children to solve problems in their daily routines. For example, when children slice fruit they calculate how many slices they have compared to others.

Personal development, behaviour and welfare are outstanding

Children behave incredibly well. They have an excellent understanding of staff expectations and describe themselves in exceptionally positive terms. For example, children are keen to know if their behaviour during the day would merit them moving up the traffic light board to achieve gold. Children demonstrate high levels of confidence. For example, when visiting local shops children very confidently engage with the shop assistant when paying for their purchases. Leaders promote a strong sense of community by involving children in an extensive range of outings and visitors into the setting.

Outcomes for children are outstanding

All children make outstanding progress, given what they know when they start. Children develop superb early writing skills. For example, they write clearly recognisable letters and recall their meaning. Children develop an excellent understanding of segmenting letters and sounds in words. They recognise and comment on numbers and signs in the community when on walks and use money language when paying for their shopping. All children acquire excellent skills that prepare them extremely well for the next stage in their learning, including going to school.

Setting details

Unique reference number	EY482325
Local authority	Wiltshire
Inspection number	1006865
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Wellington College Academy Enterprises Limited
Registered person unique reference number	RP908052
Date of previous inspection	Not applicable
Telephone number	01264 316858

The Nest registered in 2015. It is operated by Wellington Academy Enterprises Ltd. The setting is situated within the grounds of Wellington Primary Academy, in Tidworth, Wiltshire. The setting opens each weekday from 7.30am to 6pm, for 48 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff working with children and two members of staff in the office. Of these, one holds qualified teacher status, one holds a relevant qualification at level 5, three at level 3 and one staff holds qualifications at level 2.

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