

YMCA Little Ducklings Nursery

Unique reference number (URN): 2594608

Address: 19 & 20 Teal Avenue, Lyneham, Chippenham, SN15 4QA

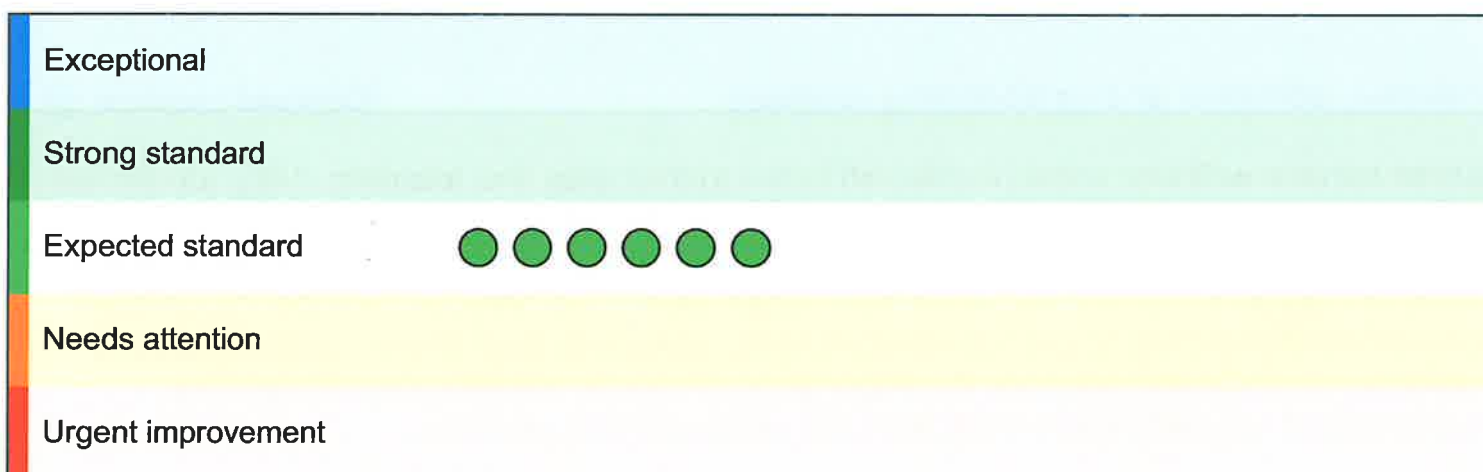
Type: Childcare on non-domestic premises

Registered with Ofsted: 15/06/2020

Registers: EYR, CCR, VCR

Registered person: YMCA Brunel Group

Inspection report: 11 August 2026



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✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.



Expected standard

Achievement

Expected standard

Children make progress from their individual starting points and develop the knowledge and skills they need for future learning. They settle well into the setting and grow in confidence over time. Children develop positive relationships with adults and their peers, and engage confidently in the opportunities available to them.

Children demonstrate their developing knowledge and understanding through play. For example, they confidently name vegetables while recreating meals and explain their ideas as they engage in imaginative play. Children are curious and motivated to learn, engaging enthusiastically in activities and conversations with others.

Children are developing skills across the areas of learning that support their future education. They enjoy books and independently choose stories to share with adults. Children communicate their ideas, interact positively with others and demonstrate increasing confidence and independence. Overall, children are developing the skills they need for the next stage in their learning.

Behaviour, attitudes and establishing routines

Expected standard

Children behave well and show positive attitudes to their play and learning. They are familiar with the routines of the setting and staff provide consistent support to help children understand what is expected of them. Visual prompts are used where appropriate to help children understand routines and what will happen next. This particularly supports children who need additional help to participate confidently alongside their peers. Leaders monitor attendance carefully and promote the importance of regular attendance with families. Children attend regularly and benefit from the continuity this provides.

Staff know children well and respond sensitively to changes in their behaviour. They recognise when children are becoming unsettled or disengaged and consider what may be causing this. For example, when older children became restless during an activity, staff recognised that they were thirsty and losing interest. They encourage children to have a drink and move the activity on. This responsive approach helps children to remain settled and engaged.

Staff support children to understand and manage their emotions. They get down to children's individual levels, listen to what is worrying them and offer reassurance. Children also learn about feelings through circle-time discussions, books and visual resources. Staff encourage children to persevere and solve problems for themselves, helping them to develop confidence, independence and positive attitudes towards learning.

Children's welfare and wellbeing

Expected standard

Children benefit from warm, nurturing relationships with staff who are attentive to their physical and emotional needs. Staff take time to help children feel secure when they first

start and adapt settling-in arrangements to suit individual families. They recognise when children need reassurance, space or a change of activity and respond sensitively. This helps children to feel safe and comfortable in the setting.

Children develop an understanding of their emotions through stories, visual resources and discussions during circle time. Staff talk to children about their feelings and help them to recognise and express their emotions. Children also have regular opportunities to be physically active and enjoy a range of experiences indoors and outdoors.

Staff promote children's health and increasing independence through everyday routines. Children can access drinking water and are encouraged to recognise when they are thirsty. At snack time, they make choices from the food available and older children develop practical skills by safely cutting their own fruit. Staff know about children's allergies and dietary requirements and ensure this information is readily available.

Staff promote healthy lifestyles beyond the setting by sharing information with families about healthy eating and oral health. Children therefore receive consistent support to develop healthy habits, independence and an understanding of their own needs.

Curriculum and teaching

Expected standard

Staff provide a broad range of experiences that build on children's interests and support their learning. They interact positively with children and use conversation and questions to encourage them to think, solve problems and develop their ideas. Staff are developing their confidence in consistently extending children's learning through their interactions across all areas of the provision.

Staff respond well to children's spontaneous interests. They join children as they hunt for bugs, explore planes and develop imaginative play. During water play, staff follow children's ideas as they transformed flowers into mops and extended their play. Staff also introduced vocabulary, such as 'sweet', 'sour' and 'crunchy', through everyday experiences to support children's communication and language. Staff continue to refine how they use what they know about children's learning, to inform their interactions and support ongoing progress.

Leaders have continued to develop the curriculum and have identified clear priorities for further improvement. A revised curriculum will be introduced in September, with a greater emphasis on creativity and developing children's enjoyment of books. Staff have received training and speak positively about the changes. Some aspects are already evident. For example, children independently choose books from accessible reading areas and seek adults to share these with them. Leaders are continuing to embed these developments to ensure that the curriculum reflects their ambitions for all children. Leaders recognise the importance of continuing to evaluate how effectively the curriculum supports children's learning.

Inclusion

Expected standard

Overall, children's individual needs are understood and supported well. Staff work closely with parents from the outset to understand children's needs and circumstances. They use their observations and information from families to identify where children may need

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additional help. Leaders involve other professionals when appropriate and work with families to put targeted support in place. To build on this positive practice, leaders should continue to strengthen the use of assessment to ensure that teaching consistently supports all children's progress.

Staff make thoughtful adaptations that enable children with special educational needs and/or disabilities to participate alongside their peers. For example, visual prompts help children with communication difficulties to understand routines, express themselves and know what is happening next. Staff adapt to the support they provide as children's needs change. This helps children to participate successfully while continuing to develop their independence.

Staff know children well and recognise when they need additional help to regulate their emotions. They respond sensitively and adapt activities or provide alternative spaces when needed. This helps children to remain engaged and included in all aspects of the setting.

Partnerships with parents and other professionals support children's individual needs. Staff listen to parents' views and use the information they share to shape the support that children receive. Where concerns are identified, leaders respond appropriately.

Leadership and governance

Expected standard 

Leaders are reflective and have a clear understanding of the setting's strengths and areas they want to develop. They regularly review provision with staff and use action plans to support improvement. Leaders seek children's views and consider these when developing the environment. They also work with other settings in the organisation to share expertise and strengthen practice.

Leaders invest in staff development and wellbeing. Staff say they feel well supported and have regular opportunities for training, supervision and professional development. Apprentices are supported to put their learning into practice and contribute ideas for children's experiences. Leaders have prepared staff for the new curriculum being introduced in September. Staff have received training, have their own curriculum resources and speak positively about the planned developments.

Leaders understand their local community and seek additional opportunities to support children and families. They work with local charities and have secured funding to improve the children's outdoor learning environment. The setting also provides a community larder containing food, clothing, nappies, toys and games for families who need them. Children help in taking items to the larder, helping them to contribute to their community. Leaders are considering how children can grow food to add to this provision.

Leaders make appropriate use of any additional funding and record how this is used to meet children's needs. They work with families, schools, external professionals and community organisations to provide children with joined-up support and experiences that extend beyond the setting.

✓ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✓ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children are happy, settled and secure at this welcoming setting. Staff develop warm relationships with children and take time to understand their individual needs. Settling-in arrangements are flexible and staff work closely with families to help children develop secure attachments. For example, staff sensitively support children during settling-in visits, and ensure they feel confident enough to explore independently. This helps children to develop independence from the outset.



Children enjoy a range of interesting experiences and are encouraged to follow their own ideas. Staff join children's play and use conversation and questions to extend their thinking without taking over. For example, during water play, children imaginatively turned flowers into mops before deciding to give them as gifts to their parents. Children confidently explain their ideas and sustain conversations with adults.

Children develop a positive interest in books. They independently choose books from accessible reading areas indoors and outdoors and seek out staff to read with them. Children use their existing knowledge and skills during their play. They recreate meals from pictures in the home corner and confidently identify different vegetables.

Children who need additional support are included well. Staff know children as individuals and adapt their approaches accordingly. Visual prompts help children to understand routines and communicate, and staff recognise and respond sensitively when children become upset. This helps children participate alongside their peers while developing independence.

Children learn about their emotions and wellbeing through everyday experiences. They talk about feelings during circle times and use books and visual resources to develop their emotional understanding. Children also develop their self-care skills. For example, older children are supported to prepare fruit safely at snack time. Overall, children are secure and confident learners who readily explore, make decisions about their play and share their thoughts and ideas with supportive adults.

Next steps

- Leaders should continue their support for less-confident staff to raise the quality of teaching and interactions to the same level across the setting.
- Leaders should continue to develop the curriculum so that it is of a consistently high quality and has ambitious goals for all children to achieve.
- Leaders should continue to strengthen the use of assessment to ensure that teaching consistently supports all children's progress.

About this inspection

The inspector spoke with senior leaders, managers, staff, children and parents 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.

Inspector:

Kelly Whitley-Jones

About this setting

Unique reference number (URN): 2594608

Address:

19 & 20 Teal Avenue

Lyneham

Chippenham

SN15 4QA

Type: Childcare on non-domestic premises

Registration date: 15/06/2020

Registered person: YMCA Brunel Group

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: Wiltshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 11 August 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

55



Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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