

South Hills Nursery (Salisbury)

Inspection report for early years provision

Unique reference number

EY407196

Inspection date

03/06/2010

Inspector

Penny Wood

Setting address

Woodlands County Primary School, Winding Way,
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Telephone number

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

South Hills Nursery (Salisbury) registered under new ownership in 2010. It operates from designated rooms within Little Folly Children's Centre at Woodlands County Primary School in Bemerton Heath, Salisbury, Wiltshire. Children have access to a secure outdoor play area, which they share with another setting. The nursery serves the local community and surrounding area.

A maximum of 36 children may attend the nursery, of whom, no more than 12 may be under two years old at any one time. Children aged up to eight years may attend after school and during the school holidays. There are currently 57 children on roll, aged between nine months and four years. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year. Children may attend for a variety of sessions. At present, a number of children attend who have special educational needs and/or disabilities.

The nursery employs nine members of staff, all of whom are qualified in early years care and education. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy within the setting and experience a good range of play opportunities and activities. Children are making suitable progress within their learning and development. Good strategies are in place to ensure children's individual needs are met. Inclusion is promoted well within the setting, with good systems in place to support children with special educational needs and/or disabilities. Partnership with parents is a strong aspect of the group's provision, in addition to partnerships with external support agencies. Effective systems for evaluating provision and for driving continuous improvement ensure that the group are making good progress in raising and consolidating good quality provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure adult-led activities are sufficiently challenging for all children and children's learning is extended through discussion and skilled questioning by staff in order to maximise their full learning potential
- further develop the behaviour management strategies in place to encourage all children to gain an awareness of appropriate boundaries and acceptable behaviour within the setting
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children benefit from the thorough safeguarding procedures in place. Staff are confident in the child protection policy and have a good understanding of the procedures to follow in order to safeguard children's welfare. Robust recruitment and checking procedures ensure adults are suitable to work with children. Ongoing risk assessment of the premises and equipment ensures hazards are identified and action taken to minimise risk. Clear procedures are displayed to inform staff of the emergency evacuation procedure. However, this is not practised on a regular basis to ensure it is effective.

Good procedures are in place to ensure children's physical needs are met. Staff possess current first aid certificates and are fully aware of children's health and dietary needs. Health documentation, such as accident records, are maintained well and shared with parents, ensuring they are informed of events as they arise. Good partnerships with parents are valued by the management, with effective systems in place to share information on a regular basis. Staff make good use of notice boards for displaying children's work and photographs of children during play and activities. As a result, parents gain a good insight into the wide range of activities provided. Combined with the visual displays, parents have access to clear information in a parent handbook and information is clearly displayed on notice boards in the entrance hallway. Feedback from parents and carers is positive, particularly in relation to the improvements within the provision under the new ownership. Staff have developed very good relationships with external agencies, such as development workers and inclusion officers. As a result, both children and staff are receiving high levels of support within the setting. Very good systems are in place to support children with special educational needs to ensure they make progress in their learning journey, according to their individual needs and abilities. Links are being made with local primary schools in order to smooth children's transition on to school.

Management use resources effectively to meet the needs of the children. Staff are deployed within the setting according to their strengths and areas of interest, with responsibilities delegated as appropriate. The available space has been reviewed and amendments made to ensure it is used effectively. Staff deploy themselves well throughout the setting, supporting children in their play and activities. The ongoing evaluation and review of procedures and practice is a strength of the group. Management effectively use action plans to identify areas for development and take positive action to address issues as they arise. The effective use of training opportunities, both in-house and externally, supports staff in their professional development. Management strive for improvement within practice and have a clear vision for the future. They effectively use the support systems available to them. Regular meetings ensure staff are informed of new initiatives, with staff showing a strong commitment to raising quality.

The quality and standards of the early years provision and outcomes for children

Children participate in a good range of activities and play opportunities, which promote their development across all areas of learning. Suitable systems are in place to observe and record children's development and information gained is used appropriately to plan for their next steps. However, not all activities provide sufficient challenge for the more able child and staff do not seize opportunities to extend children's learning through discussion and skilled questioning techniques. As a result, children's full learning potential is not realised.

Children enjoy suitable opportunities to make choices and to self-select from the age appropriate resources, which are stored at child level. They experience a good balance of both indoor and outdoor play opportunities, which provide appropriate opportunities for children to follow their own interests. Children access a suitable range of designated areas such as book corners, role-play and messy play areas. They enjoy opportunities to participate in arts and craft activities. Most activities are well resourced, with children being able to make choices in how to complete their creations. Children are developing an enjoyment of books and story time. They are able to draw and develop mark-making skills, with pencils and crayons readily available. Children are gaining some awareness of familiar letters, as staff sound out letters as they write children's names on their pictures.

Children are confident with the staff and enjoy talking to them about their play and activities. They proudly show staff their creations. Children receive regular praise and encouragement, which boosts their confidence and self-esteem. Staff support children's acquisition of language through general discussions. They regularly repeat words and encourage children to use their emerging language skills.

Children are developing good friendships with each other and come together well during activities and their play. Generally, children behave well. However, staff do not sufficiently monitor the livelier children to ensure they engage in purposeful play and activities. As a result, children are not gaining an appropriate understanding of boundaries from an early age. Children are gaining an appropriate awareness of diversity naturally through play. For example, they have access to a suitable range of resources that depict positive images of race and culture.

Children are physically active and benefit from regular opportunities to play outside. Opportunities to use the school's challenging outdoor play equipment and the attached enclosed play area enables children to gain control over their bodies and to develop their coordination skills. Children enjoy a range of healthy snacks during the morning and afternoon sessions. They have access to drinks so they do not become dehydrated during times of warm weather. Staff are vigilant in protecting children from the harmful effects of the sun, with all children wearing hats and sun cream when playing outside.

Children are developing a good understanding of danger. For example, staff remind children to be careful when using scissors, offering guidance as required

and encouraging them to hold the scissors correctly. When on outings, staff adopt appropriate strategies to promote children's safety, such as talking to the children about road safety initiatives.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met