

# South Hills Nursery

Inspection report for early years provision

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**Unique reference number** EY407141  
**Inspection date** 12/07/2010  
**Inspector** Penny Wood

**Setting address** Hindon Primary School, Hindon, SALISBURY, SP3 6EA

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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 opened under new private ownership in 2010. It operates from two rooms within Hindon Primary School, in Hindon, Wiltshire. The school's grounds are used for outside play. Children attend from the village and the surrounding local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged between two and under eight years old may attend at any one time, all of whom may be in the early years age range. There are currently 22 children on roll aged between two and four years old. The nursery is in receipt of funding for the provision of free early education. The nursery supports children with special educational needs and/or disabilities.

The nursery operates between the core hours of 8am to 6pm, 42 weeks of the year. The nursery employs three members of staff who work directly with the children, all of whom have an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show confidence within the setting and enjoy a good range of play and learning opportunities, which promote their learning well. Most activities promote the inclusion of children well. Good strategies ensure staff are fully aware of their role and responsibilities and they deploy themselves effectively to ensure children benefit from high levels of supervision. Children benefit from the strong relationships forged between their parents and staff and parents are encouraged to play an active role within the group. The sharing of information between the setting and parents ensure staff are able to meet children's individual needs well. Good strategies for evaluating the provision and driving improvement are in place and ensure the group consolidate good practice and high quality provision.

## What steps need to be taken to improve provision further?

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

- ensure group activities are tailored to ensure all children are able to participate according to their individual stages of development
- ensure all children are provided with the same range of named resources, which promote a sense of belonging to the group and encourage name recognition.

## **The effectiveness of leadership and management of the early years provision**

Good procedures are in place to safeguard children from harm. All staff have a good understanding of the safeguarding policy and procedures, which is supported by in-house training. Robust recruitment procedures ensure adults are suitable to work with children. Rigorous risk assessment of the premises ensures children are able to enter a safe environment where action is taken to minimise risk. Children enjoy outings where thorough steps are in place to ensure the venues are safe and suitable for children. Children benefit from high ratios of staff both inside and out, with prompt action taken to ensure children play safely, particularly on the outdoor play equipment. The regular practise of the emergency evacuation procedure ensures staff are aware of their role and responsibility during such times and children gain an awareness of the action to take.

Very good procedures are in place to ensure children's good health is promoted. Staff maintain current first aid certificates, ensuring they are able to administer appropriate medical care as required. Health documentation, such as accident and medication records are completed in clear detail and shared with parents ensuring they remain informed of events. Good strategies are in place to reduce the spread of germs. For example, staff are vigilant in following good hygiene procedures within their daily practice and the exclusion of children when poorly, reduces the spread of illness.

Staff work well in partnership with parents. The provision of 'Stay and Play' sessions for children before they join the nursery enables staff to gain an insight into their abilities and to forge strong relationships with parents from an early stage. Parents enjoy access to a high level of information, which ensures they are informed of events and children's progress on a regular basis. Staff have a good understanding of children's individual needs because they promote strong relationships with parents, sharing information on a daily basis and adapting their provision according to each child's needs. The nursery encourages parents to play an active role within the setting. For example, they are encouraged to share their knowledge and experience with children, such as family customs.

The nursery has good strategies in place to liaise with external agencies to ensure children receive the level of support they need. Good systems ensure children with special educational needs benefit from individual education plans, which target specific areas for development. Good procedures are in place to forge working relationships with local schools in order to ease children's transitions onto the next stage of their learning journey.

Within the setting, space is used effectively to enable children to participate in activities and to play freely. Resources are readily accessible and staff deploy themselves well to support children. Good measures are in place to ensure all regulatory documentation is in place and completed in appropriate detail. Self-evaluation is used well to identify key strengths and to drive improvement. The manager is thorough in ensuring that welfare requirements are met and regularly reviews changes and practice to evaluate the effectiveness of procedures. The

cross-fertilisation of ideas and the sharing of professional expertise with other nurseries under the same ownership is a key strength of the group.

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

Children participate in a wide range of activities and play opportunities, which promote their development across all areas of learning. They enjoy a good balance of self-chosen and adult-led opportunities, both indoors and out. Staff support children's learning well, offering high levels of praise and encouragement, which boosts their confidence and self-esteem. Children are gaining confidence with the staff and most participate in activities and play with enthusiasm. The planning system takes into consideration children's interests and individual abilities. However, staff do not always differentiate the level of challenge within group activities to ensure all children are able to participate according to their individual stages of development. Good systems are in place to record children's learning and development. Staff ensure they gain an insight into children's starting points, on which they are able to plan future learning opportunities. Regular ongoing observation and assessment of children's progress and the identification of next steps encourage children to make good progress within their learning journeys. Children show good skills within the early learning goals of problem solving, reasoning and numeracy. They are enthusiastic within their counting and confidently count together, with some children showing particular skills in counting up to 10 in even numbers only. Children are given good opportunities to link sounds with letters, such as sounding out simple words and matching sounds to objects.

Staff promote positive behaviour management strategies and, as a result, children behave exceptionally well. They enjoy playing together and happily chat to each other about their play. They cooperate very well and enjoy taking turns and sharing, for example, when using the computer. During quiet activities, such as story time, they sit particularly well on the mat and listen well. The skilled delivery by staff ensure children are interested in the story and are able to take an active part, such as predicting what happens next. Children take an active role in the setting, such as helping to tidy up at the end of activities, and they have taken a positive part in compiling a set of 'Golden Rules'.

Children benefit from daily opportunities to be physically active. They enjoy access to the school's challenging playground, the field and garden area, which offers a wide range of opportunities for them to develop their physical skills. Excellent strategies are in place to promote children's understanding of good hygiene procedures. For example, they enjoy visits to and from professionals, such as a dental hygienist, a doctor and a health visitor, who talk to them about following rigorous hygiene routines and keeping healthy. Completing experiments, such as leaving eggs in water, vinegar and fizzy drinks enable children to visualise what damage these ingredients do to their teeth and emphasises the importance of good dental hygiene. Children understand why it is important to regularly wash their hands and willingly do so as part of their daily routine. Children come together during a social snack time, where they enjoy a variety of nutritious

snacks. Most children are provided with named place mats, which encourage them to develop recognition of their own names and experience a sense of belonging.

Children experience excellent opportunities to develop their awareness and understanding of diversity. They celebrate a wide range of cultural festivals and enjoy further visitors to the group who talk to them about their different cultures. Staff are attentive in using themes, such as safety, to introduce children to visual displays of people from around the world. Within the nursery, staff reason with children about their actions, such as balancing between furniture, to enable them to gain awareness of how to keep themselves and others safe. Good strategies, such as the regular practise of evacuation drills, enable children to gain an awareness of the action to take in an emergency. Prior to outings, staff talk to children about road safety and ensure they wear high visibility vests so they are easy to be seen by road users.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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

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