

South Hills Nursery School

Inspection report for early years provision

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Setting address	South Hills School, Home Farm Road, Wilton,, SALISBURY, Wiltshire, SP2 8PJ
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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 School is an independent school, established in 1993. It has sole occupancy of converted farm buildings and farm land. There are three enclosed gardens for the children's use, including a large sensory garden. The school serves the local area and surrounding villages. It is situated in a farm setting in rural Wilton near Salisbury.

The school operates from 8.00am to 6.00pm Monday to Friday and for 51 weeks of the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. They provide care for up to 100 children under eight years. At present, 169 children attend on a variety of days, of whom 76 receive funding for nursery education. There are 26 staff who work regularly with the children. Of these, 20 staff hold an appropriate early years qualification. There are three qualified teachers who work at the school and 11 staff hold a current first aid certificate.

The school caters for children who have English as an additional language and for those who have learning difficulties and/or disabilities. This is a farm setting so children are able to see and care for the animals. The school receives support from Wiltshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

South Hills Nursery is outstanding and ensures children progress exceptionally well through the Early Years Foundation Stage. Children are extremely happy, settle well and form close bonds with the dedicated, highly skilled staff. Overall their welfare needs are well met. Children flourish in the outstanding, welcoming environment which offers an abundance of resources that are easily accessible. Excellent opportunities are in place to communicate with parents and effective partnerships with other settings children attend continue to develop. Staff value children's uniqueness and great emphasis is given to inclusion to ensure their individual development is effectively supported. Robust systems are in place for self-evaluation and continuous improvement which ensures the outcomes for children are extremely positive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- support children's understanding of being healthy, and those things which contribute to this, for example regarding hand washing before eating and

the serving snacks

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as robust systems are in place to ensure they are cared for by staff who have completed stringent suitability checks and completed a thorough induction programme. Extensive policies provide clear guidance and a comprehensive awareness among the staff ensures children's well-being is protected. All staff members are committed to training which includes safeguarding children. Children display an excellent awareness of safety issues and understanding of how to keep themselves safe. Superb risk assessments ensure potential hazards are identified and promptly addressed.

The leadership and management at South Hills Nursery is outstanding. Staff and management have exceptionally high aspirations for quality. Their extensive experience and expertise is used superbly to guide the work of the nursery. The management are extremely well supported by a team of dedicated, highly skilled and experienced staff. Rigorous evaluation of all aspects of the provision and clear plans for development are evidence of the management's commitment to improvement. Staff seek the views of children and parents through questionnaires and receive superb support from the local authority leading teacher. The nursery's Home School Association suggest installing a large television in the entrance hall to show photographs of children at play. Staff respond positively to this and enabling parents and visitors to enjoy viewing the images. The nursery participates in the Bristol Standards Quality Assurance and Investors in People to ensure evaluation is thorough and effective.

The nursery operates from converted farm buildings in a rural location. It is exceptionally well resourced both in the classrooms and outdoors. Children's learning is significantly enhanced because staff present the premises in an extremely attractive and welcoming way. The storage of toys and equipment supports children's choice and independence in most areas. The farm land, fields and play areas provide children with outstanding opportunities to explore and experience fantastic learning opportunities. The numerous farm animals significantly enhance children's enjoyment during their time at the nursery.

The partnership with parents is exemplary. Parents have access to high-quality, well-produced literature detailing all aspects of the provision and clearly setting out how they can become involved in their child's learning, development and welfare. Parents have frequent opportunities to express their views and ideas and to add 'wow' moments to their children's learning journeys. The nursery have an active Home School Association which is made up of parents and staff and encourages all to join together for social events. Staff organise work shops enabling parents to experience a day at South Hills School, grooming the animals, pond dipping and planting. Parents speak extremely positively about the care and education their children receive, a parents commenting 'I recommend the nursery highly'. The nursery have developed good links with most other settings providing for children within the Early Years Foundation Stage. Staff contact them by phone before

forwarding children's summative assessments half termly.

The effectiveness with which equality and diversity are promoted is outstanding and the needs of the children are met effectively. Children learn about the wider world through access to a wealth of resources and planned activities and visits. For example, children dress up, cook and listen to stories in preparation for major festivals such as Hanukkah, Diwali and Christmas. A group of Tibetan monks lead an afternoon of discovery, sharing their culture and faith.

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

Children are consistently provided with superb learning opportunities. The team of staff demonstrate expert practice, enhancing children's learning. The exceptionally child friendly environment includes photographs of the children at play creating a welcoming place to have fun and learn. In addition this provides parents with exclusive evidence of their child's time at nursery. Highly committed, attentive staff have a secure knowledge of the Early Years Foundation Stage and the learning and development requirements. This ensures the educational programmes are rich and varied offering excellent play opportunities to meet every child's needs. As a result outcomes for children are exceptionally good.

Staff continuously observe children's play and record their findings. A highly effective system enables them to plot children's progress providing key persons with extremely clear knowledge of the children's progress and next steps in learning. Parents are provided with excellent opportunities to play an active role in their children's learning as they are invited to share their learning journeys on a regular basis. Children have access to a wealth of activities and rich play and learning experiences covering all the areas of their development. Staff work hard to provide a varied selection of activities tailored to their interests and providing ongoing challenge. Consequently, children make excellent progress through the Early Years Foundation Stage and are making significant gains in their learning.

Children are curious and interested in finding out about the world around them because staff help to instill a thirst for knowledge. Whilst playing in the garden they spot dragon flies, saying, 'Look there's a dragon fly, it's got beautiful wings'. Children gather round, looking closely with great interests. They play imaginatively, and persevere with tasks. Children are motivated in their learning because they are challenged to extend themselves. They are very responsive to staff questions which extend their development. A group of children play cooperatively and imaginatively on the wooden boat. They find tennis rackets and use these as fishing rods saying, 'I'm fishing for fish to eat for dinner'. They carefully lean over the boat into the imaginary sea. The children throw cones into the 'sea' saying 'It's fish food, we're hunting, we're sailing in the sea and hunting for fish'. A member of staff supports and extends the children's play asking them, 'What sea are you sailing in and what fish are you catching?' Children stop to consider these questions before responding, 'We caught goldfish and cod and an enormous shark.'

Children have outstanding opportunities to learn about life cycles and excitedly talk about how the tadpoles are developing into frogs. Throughout the year the farm enables children to be present and to assist staff in the delivery and feeding of lambs. Every day all children help to feed the animals, gathering buckets and wheelbarrows of hay and food, delivering them to the goats, chickens, ponies and turkeys. Children collect eggs from the chickens, excitedly showing them to the visiting adult. From an early age the children learn to care for animals and toddlers feed the guinea pigs and rabbits in their play area. Children plant and grow tomatoes, pumpkin, runner beans and herbs. They fill watering cans and tend to the plants, one child saying, 'I think they're thirsty, I get thirsty in the sun'. Children have superb opportunities to develop their physical skills in all areas of the nursery. They carefully manipulate tweezers to transfer beans from one bowl to another and squeeze pegs to secure them onto baskets rims. The younger children explore tunnels, trampettes and a small climbing frame which they manage with positive interaction and support from staff. Older children master skills of balance and coordination as they take controlled risks playing on the trampoline, boat and large climbing equipment. They are familiar with the safety rules and aware of how many children can use the resources at any one time. Staff are extremely well deployed to supervise and ensure safety at all activities. Children expertly climb the rope ladder to reach the top of the frame, they stop to look out of the telescope and using their imagination call out, 'The field's on fire'. Other children take great delight bouncing on the trampoline. The member of staff asking the children to count the number of jumps they make and to calculate the total number of jumps made by all the children. This offers challenge to the children who take time to consider and work out the answer. The environment is conducive to learning and is rich in opportunities for children to develop their understanding of numbers and problem solving. Children use scales to weigh flour, butter and sugar as they make scones. They explore the different weights and sizes of buckets as they feed the animals.

Children are extremely confident communicators and use vocabulary to express their views and needs. They talk clearly to their friends, staff and visitors. Children thoroughly enjoy visiting cosy book areas where they handle books with great care. A child holds up a book and 'reads' it to their friends who listen attentively. Staff read stories to children with great animation, pacing them extremely well ensuring that all children are involved. They stop at the end of each page, asking questions and allowing children to contribute to the story.

Children are extremely well informed about risks and how to keep safe. For example, as they move from the nursery building to the farm land they tell the visiting adult, 'Be careful, watch out there might be a tractor on the road.' Another child comments, 'Be careful on the cobbles'. Children take part in regular fire drills, consequently they know how to evacuate the building safely and promptly in an emergency.

Children strive to meet staff's high expectations of their behaviour. Consequently their behaviour and manners are exemplary. Children play very well together and are constantly engaged in meaningful play which contributes positively to the calm and orderly atmosphere. Staff are excellent role models and talk kindly to each

other and the children. They offer high levels of praise in recognition of children's kind acts and achievements. For example, a member of staff tells the children, 'Thank you for all your hard work, the goats are very happy that you've fed them'. This builds children's confidence and self esteem. Snack and lunch times are very pleasant, social experiences that children enjoy greatly. Most children wash their hands before eating, however this is not always the case in the toddler room. Children recognise their named place mats and wait until all children have received their food before they start to eat. Children's independence is fully promoted as staff encourage them to pour their own drinks and clean their place mats after use. They enjoy a selection of fresh fruit and crackers at snack time, however children use their hands to serve the foods as no serving utensils are provided. Children talk about foods that are good for their bodies. A child tells their friends that milk comes from cows and is good for their nails and bones. This leads to discussions about other foods that are made from milk such as yoghurt and cheese.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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