

# South Hills Nursery (Salisbury)

Woodlands County Primary School, Winding Way, SALISBURY, SP2 9DY

<b>Inspection date</b>	07/11/2013
Previous inspection date	03/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff plan and promote children's learning individually and respond well to their interests and ideas. As a result, children are making good progress.
- Staff provide interesting and well-organised play environments. As a result, children are motivated learners who maintain attention well in their play.
- Staff provide children with close support and supervision in a safe and secure environment in which children move around and explore freely and confidently.
- Children benefit from lots of outdoor play. This helps more active children, to thrive in their preferred learning environment.

### It is not yet outstanding because

- Staff do not successfully encourage all parents to make good use of the nursery resource bags to further promote their child's learning at home.
- Children do not see many photographs of themselves or their families in the nursery playrooms, to further promote their sense of self and to help them learn about people and communities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.  
The inspector held a meeting with the manager to assess suitability and
- qualifications of staff and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.

## Inspector

Bridget Copson

## Full report

### Information about the setting

South Hills Nursery (Salisbury) registered under new ownership in 2010. It operates from designated rooms in Little Folly Children's Centre at Woodlands County Primary School in Bemerton Heath, Salisbury, Wiltshire. Children have access to secure outdoor play areas, which they share with another setting.

The nursery serves the local community and surrounding area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 52 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery is open five days a week from 8am to 6pm for 48 weeks of the year.

There are eight staff members employed to work directly with the children, all of whom are qualified in early years care and education.

### What the setting needs to do to improve further

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

- find ways to encourage more parents to make use of the nursery resource bags to further promote their child's learning at home
- develop children's sense of self and understanding of people and communities further by, for example, looking at photographs of themselves and their family members.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff effectively plan for and promote children's learning individually, providing activities and experiences, which stem from children's interests. Staff interact in children's play with enthusiasm and skill. Staff observe children without intruding in their play and step in offering encouragement and to make suggestions. This successfully keeps children involved and engaged in activities. Staff provide children with challenge to help them progress, asking questions and encouraging children to solve problems. As a result, children make good progress in their learning in relation to their starting points.

Parents contribute information about their child's needs, interests, family and routines when they start. Staff use this information to settle children in and start planning their

learning. Staff complete regular observations of how children are progressing to assess their development, and to find out what interests them. This helps staff to plan children's next steps of learning accurately. Staff keep parents informed about their child's progress with development summary reports, parent meetings and the required progress check for two-year-olds. Parents are encouraged to use the nursery 'resource bags,' which offer a range of activities to use at home. However, staff are not successful in encouraging many parents to make good use of these resources to extend their child's learning at home.

Staff support children effectively in developing good skills to promote their future learning and school readiness. For example, children benefit from small 'social skills' groups in which they make friendships bracelets and learn about feelings and the needs of others. Children also learn to manage tasks for themselves. As a result, children are developing confidence in their abilities and interact well with others who they treat with kindness and consideration. Staff promote children's speech and language skills well. Staff instigate lots of discussion, ask children questions, encourage them to re-call past events and share home news. For example, children talk about a recent trip to a farm park and re-call the thunder they heard one night, which sounded like a 'tummy rumbling'. Staff assess children's communication and language development closely and plan activities in small groups tailored to meet their individual needs accurately. As a result, children talk with confidence and show good language development.

Children are developing good early literacy skills, showing an enjoyment of stories and learning about sounds and letters. For example, children use the computer to make up stories, using the cursor to choose different objects and characters to develop the story. Children also choose books from the rack, which they take to staff to read with them. Younger children benefit from using props with stories to engage them and keep them involved in the story telling. Staff skilfully use opportunities as they arise to help children learn letters and sounds in the order they see them. For example, children notice the letters on puzzle pieces, which they sound aloud together, and children learn the sounds and letters of their names as they label their art work. Children enjoy creating in craft activities and playing imaginatively. Staff provide lots of materials and small world toys inside and in the outdoor play area to promote this area of learning well. For example, children spend long periods of time pretend playing in preparing meals, washing 'stinky' clothes, ironing them and dressing up. Children relate their play to home experiences, which staff discuss with them as they interact. Staff use these activities chosen by children to include other aspects of learning to provide additional challenge and learning opportunities. For example, they count with children and help them to recognise numbers to promote their mathematical development. This helps children to achieve well in all areas of learning.

### **The contribution of the early years provision to the well-being of children**

The consistent team of staff and effective key person system helps children settle in well and develop warm and trusting relationships with staff. Staff involve parents closely in the settling in process from the start. Staff organise sessions for the youngest children to attend with parents and obtain information from parents about their child's needs. Key

persons then support children in their move through the nursery as they progress. This successfully supports children in the move between their home and the nursery.

Children benefit from clean and well-maintained play rooms in which they move around safely due to safety measures in place and close staff supervision. Staff create welcoming playrooms with a good range of exciting activities within children's reach. Open spaces allow younger children to move around safely and use miniature furniture independently. As children progress, staff organise more structured environments with more table-top activities and labelled resources. This encourages children to find and return toys to where they are stored, promoting choice making and responsibility.

Staff help children to behave well and develop positive attitudes towards others. Staff present as good role models and interact in a calm and gentle manner, offering consistent messages to children. As a result, children show good manners, help others and are learning to wait and take turns with support. Children are developing a positive sense of self and enjoy talking about home life. They see some reflection of themselves within the nursery and learn about the cultures and beliefs of others. For example, children learn about Diwali, the festival of light, the Summer Solstice and join in MacMillan fund raising events. However, children do not see photographs of themselves or their families in the nursery playrooms to further promote their sense of self and to help them learn about people and communities.

Staff promote children's healthy lifestyles effectively. Children benefit from lots of free-flow to the outdoor play areas for both younger and older children. They play with lots of physical play equipment and join in games in the front garden. This allows more active children to play outside and to regularly run freely to develop their health and fitness. Children learn about keeping safe effectively through the safe play guidance from staff and practising the fire evacuation procedures. Children enjoy fresh fruit snacks and healthy meals, which parents choose from menus throughout the term. Children sit and eat together at sociable meal times with staff who discuss healthy eating with them. This helps to ensure children are well nourished throughout the day.

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

Management and staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have a good knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Management follows the required procedures in the event of any allegations against staff members to ensure they fulfil requirements and continue to safeguard children. All staff complete safeguarding children training, and staff know to report their concerns to one of the three designated staff members for child protection. Management implement robust vetting procedures to help ensure staff are suitable to work with children. In addition, they implement clear policies and procedures, risk assessments and daily routines to maintain good standards of health and safety.

Staff are deployed effectively in consistent teams within the age related playrooms. They communicate well with one another to ensure children are closely supervised in person and staff are not left lone working with children at any time. Consequently, staff ratios are maintained and children are supervised well. Management implements successful systems to monitor the impact of staff's practice on children's care and development. This includes annual appraisals, staff supervision sessions every term and observing staff interaction. Management and staff demonstrate a commitment and drive to maintain continuous improvement in the quality of care and learning for children. For example, staff contribute to the self-evaluation form, action plans each term and the local authority quality standards evaluation system. In addition, staff take on specific roles and responsibilities to use their skills and contribute to children care and learning. For example, staff take lead roles for speech and language, behaviour management and health and safety.

Partnerships with parents are good. Parents are provided with clear information about all aspects of the provision. This includes the nursery policies and procedures, and details of the Statutory Framework for the Early Years Foundation Stage. Staff keep parents informed well through displays, parent meetings and time to exchange information each day face-to-face. Parental involvement is valued. Some parents contribute their views on questionnaires and share their views at the inspection. Parents state their children love 'trying new things' and have 'developed well'. Parents really appreciate the help and support of staff and their child's key person keeps them well-informed. This all helps to ensure children's needs are met consistently and according to parents' wishes.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY407196
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	942305
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	52
<b>Name of provider</b>	South Hills School Limited
<b>Date of previous inspection</b>	03/06/2010
<b>Telephone number</b>	01722349090

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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