

# South Hills Nursery

Hindon Primary School, Hindon, SALISBURY, SP3 6EA

<b>Inspection date</b>	27/03/2014
Previous inspection date	12/07/2010

<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

- Well documented progress records demonstrate a journey of children's learning and development, which involves the whole family.
- Children behave well, are happy and feel safe and secure in the setting.
- The nursery is welcoming and there are strong partnerships with families.
- Children are well prepared for school through clear routines.

### It is not yet outstanding because

- Some activities are too adult-led and this provides children with fewer opportunities to be independently creative.
- Staff do not provide extensive opportunities for children to practise writing for a purpose, such as making lists or naming their art work.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children engaged in activities both indoors and outdoors.
- The inspector sampled the provider's documentation, including policies and procedures and the self-evaluation.
- The inspector spoke to staff, parents and the registered person.
- The inspector took account of the view of parents, as expressed both verbally and in writing.

**Inspector**  
Sally Hobbs

## Full report

### Information about the setting

South Hills Nursery opened under new private ownership in 2010. It operates from a mobile classroom behind Hindon Primary School, in Hindon, Wiltshire. The school grounds are used for outside play, along with access to a small courtyard. 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. There are currently 11 children on roll aged between two and four years old. The nursery is in receipt of funding for the provision of free early education, for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. It is open from 8am to 6pm, 38 weeks of the year. The nursery employs two members of staff who work directly with the children; both hold an appropriate early years qualification.

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

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

- improve opportunities for children to express themselves creatively in the indoor and outdoor areas
  
- develop opportunities for children to practise their early writing skills and 'write' for a purpose.

### Inspection judgements

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

Staff help children to make good progress in their learning because they provide consistent and positive support. Staff record children's progress through written and photograph evidence which is continually shared with parents. Parents take pride in adding photographs and observations from home, to their child's learning journey. Parents are very happy with the nursery and say staff are caring and their children make good progress. Next steps in children's learning are purposefully planned and are incorporated into the group planning. However, there is not always an equal balance of adult-led and child-initiated activities, and as a consequence children sometimes lack opportunities to be freely creative in their thinking. Staff complete progress checks for all two-year-olds and these are shared with parents.

All children are settled and have positive relationships with the adults and their friends. Children enjoy working together as they pretend to make the role play area stronger, using saws and hammers as they re-enact their own version of The Three Little Pigs. Staff

encourage children's language development through clear and regular assessments and take time and care to respond to children's questions. Children confidently make links between their own life experiences. They compare the farm animals they play with, to real animals they have seen on outings. Established routines around snack and lunchtime enable children to feel valued as they take responsibility to lay the table for lunch. Children pour their own drinks and stack their dishes when they have finished. Staff model good hygiene and this good role modelling enables older children to support younger children in washing their hands. Children listen well at circle times and staff encourage children to talk about what they have been doing and to discuss what might happen next. Staff respond to what children say and answer questions about the planned trip the following day; consequently children are well prepared for school and for new experiences

Resources are placed on low level furniture and children have free access to help themselves, however resources to help children practise their early writing skills are not always freely available. As a consequence, children do not always have opportunities to practise writing for a purpose, by making shopping lists or writing their names on art work. Children's work is evident around the nursery but many displays are adult-led art activities. Therefore, some opportunities are missed to value individual achievements.

Staff positively support children's mathematical development throughout the day and this is woven into daily routines. For example, staff place number cards on the table at snack time and children search to find the matching card they are given to find their place at the table. Children have daily access to the outdoors. They enjoy regular local outings and consequently children have first hand experiences to enhance their learning about the local community.

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

Staff offer a welcoming environment to children and parents. Children arrive happily and are eager to play. Therefore, they settle quickly. Children have very secure attachments with their key person. Children seek delight in sharing their achievements with staff. For example, children share three-dimensional models they have created using bricks and staff share their pride and respond by taking photographs to share with parents. This enables children to have a sense of pride and motivation, to explore and experiment further within their play.

Weekly 'stay and play' sessions enables staff to effectively support the move from home to nursery. Parents can spend time in the nursery with their child and get to know the staff. This gives parents confidence in the nursery and enables keyworkers to form secure attachments to support children's learning. There are very good relationships between children, staff and parents leading to a calm atmosphere within a consistent routine. Children's behaviour is good and this is because they feel safe and secure in the nursery.

All children have opportunity to play outdoors daily and use the shared space with the attached school. Staff provide good opportunities for children to enjoy fresh air and

exercise and help them understand the importance of healthy lifestyles. Children are excited when they dig in the mud and find potatoes "I find potato, look" and are eager to share with friends. This enables children to learn about where food comes from to contribute to healthy eating habits. The children have regular outings around the local community and have established links with the local church. Staff follow clear procedures when taking children on outings. For example, they do regular head counts and make sure that children wear high visibility jackets. This contributes towards keeping children safe.

Staff are good role models, demonstrating team work and positive behaviour, such as good manners and sharing. They promote children's self-esteem by offering praise and encouragement at all times. Consequently, all children show high levels of confidence because staff teach them to respect everyone in the setting. There are clear boundaries in place and children are aware of the expectations of behaviour. As a result of consistent boundaries, children play well together and learn to share and take turns. This helps them to develop a full range of skills to support them in their future learning, for example, cooperation and independent personal care.

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

The effective senior management team have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. This enables them to support the staff team to ensure all the requirements are met and children are making good progress in their learning. Policies and procedures are shared across the team and consequently staff know what is expected of them. There are clear procedures in place to safeguard children and all staff know what to do to maintain children's safety. There are robust recruitment procedures in place and a clear induction process for new staff members. All staff receive regular supervisions with senior managers and this supports their individual performance and development of the entire nursery. Staff also support each other's professional development through peer-to-peer observations, which enables staff to frequently develop their practices.

A clear and concise plan for development enables management to identify the process of continuous improvement and development across the nursery. The owners frequently visit the nursery to provide support. Staff effectively support children within the nursery, and monitor their progress well. However, they do not always fully encourage them to be independently creative or write during a variety of activities. Management ensure all staff have regular access to training and that there are opportunities for staff to use newly learned information within their practices.

The manager is aware of their responsibilities and duties to the local authority and the importance of how this supports the development of the nursery. Staff complete accurate assessments of children's development and know how to establish support from external agencies if a child is not achieving within the typical pattern of development. There are established links with the local community and partnerships with parents is a strength of

the nursery, which impacts positively on the children.

### **The Childcare Register**

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

The requirements for the voluntary 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>	EY407141
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	831540
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	11
<b>Name of provider</b>	South Hills School Limited
<b>Date of previous inspection</b>	12/07/2010
<b>Telephone number</b>	01747820255

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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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