

South Hills City Nursery

Elim Christian Centre, Dews Road, Salisbury, SP2 7SN

Inspection date

Previous inspection date

04/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Management and staff have a very positive approach to evaluating their practice, which effectively supports their aims for continual improvements.
- Staff effectively encourage children's thinking and language skills through frequent use of relevant questions.
- Staff plan a good range of purposeful play experiences, which actively encourages children's interest in learning.
- Staff are friendly and develop positive interaction with children, which helps them feel safe and secure in their care.
- Staff provide children with a good range of nutritious snacks and meals, which effectively promotes their awareness and enjoyment of healthy foods.

It is not yet outstanding because

- Staff do not always effectively manage the organisation of some daily routines, such as getting children ready for outside play.
- On occasion, staff do not maximise opportunities to support and reinforce children's developing awareness of written numbers.

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 in their play indoors and outdoors.
- The inspector sampled documentation, such as operational policies and procedures and self-evaluation records.
- The inspector sampled children's learning journals.
- The inspector offered the opportunity to do a joint observation of children's play.
- The inspector took into account the views of parents spoken with at the visit.

Inspector
Mary Daniel

Full report

Information about the setting

South Hills City Nursery registered in 2014. This privately owned nursery operates from a Christian Centre situated in central Salisbury. Children have use of three main play rooms with integral toilet and changing facilities. There are outdoor play areas available at the side and back of the premises and children also have use of the adjoining sports hall.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 8am to 6pm for 51 weeks of the year. There are currently 81 children on roll. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 staff employed, of whom the majority are qualified in child care and early years education. The nursery also employs a cook.

What the setting needs to do to improve further

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

- review the organisation of some every day routines, to minimise interruptions to children's natural flow and enjoyment of play
- make more use of written numbers to further support and reinforce children's developing awareness of early mathematical concepts, such as counting.

Inspection judgements

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

Staff provide children with a broad range of exciting and purposeful play experiences. They observe children's interests and achievements in their play and use this information to identify clearly children's next steps of learning. They then incorporate these effectively within the planning process. Consequently, this means staff plan activities that children enjoy and which securely build on their existing skills and abilities. For example, children show an interest in dinosaurs. Staff plan activities, such as making a collage display of dinosaurs or playing with dinosaurs in a coloured corn flour mixture. Staff talk with children about the names of the different dinosaurs and introduce new words, such as extinct. This clearly supports children's developing communication and language skills. In addition, these activities promote children's imagination, exploration of colour and texture and their creativity in art and design.

Staff use open-ended questions very well to engage children's interest and participation in activities. This helps children think about what is happening around them. For instance, at register circle time staff ask pre-school children about the weather and the season. Children recognise it is sunny and like to put the sun picture on their nursery calendar. Staff ask children which season it is and they say it is summer because it is hot. Consequently, children develop a positive understanding of their natural world. Staff display number and shape posters around the play rooms. They encourage children very well in their understanding of space, shape and size and their interest in counting. For example, toddlers sing counting songs and count one and then two trains in a favourite story. They begin to fit large inset puzzle pieces into the different shaped slots. Babies explore treasure baskets of different size, weight and shaped objects. Pre-school children count how many boys and how many girls are present and start to use their fingers to represent the number of children. Staff teach children to start thinking critically as they ask if there are more or less girls than boys and children decide there are more girls. As a result, they support children very well in developing their early enjoyment and understanding of counting. However, at times staff do not maximise use of the written number shape to fully support and reinforce children's counting abilities. Staff plan exciting visits and outings for children. For instance, they go for walks to a local library, or to the park where they feed the ducks. Children sometimes take a bus to a larger country park where they enjoy a picnic together. This actively encourages children's awareness of their community and develops their confidence in being away from their main care setting. Staff will also drive children in the nursery mini-bus to a favourite farm, where they show great excitement as they see animals, such as chickens, sheep, pigs and donkeys. Staff provide positive learning opportunities for children to explore different outside environments. For example, they help children make sensory boxes, by looking for small items outside, such as those that are different shades of green. This effectively raises children's awareness of their natural environment.

Staff gently reinforce the early babbling sounds that babies use to communicate. Babies show great pleasure with this positive interaction, which helps them gain a clear sense of achievement with their early attempts of talking. Toddlers listen carefully to a story and start to repeat the familiar words at the end of a sentence. They join in with the chorus of a favourite bus song as they sing 'chatter, chatter, chatter' or 'round and round'. This effectively gives children confidence in starting to put two words together and they begin forming simple sentences. This actively encourages their early language awareness. Staff also support a high number of children with English as an additional language. Staff learn key words of children's first languages and use pictures and signs to develop and encourage their understanding. Staff promote inclusion very well as they display written words in English and in children's first language around the play areas. As a result, staff recognise and encourage children's individual communication skills very well. This effectively helps children in developing their future learning skills.

Babies sit together round the table for their meals, which actively supports their early socialisation skills. Toddlers like to sit on their 'magic carpet' together to play with the musical instruments. Pre-school children play together in the Chinese restaurant role play area and choose a meal from the menu. This provides positive opportunities for children to develop their early friendships, their imagination and their understanding of different ways of living. Consequently, staff support children's learning and development very well

through a great range of positive play experiences. Staff actively encourage parents involvement in their child's learning. For instance, they discuss children's development with their parents on entry. This enables staff to plan appropriate activities that fully support children's development from the start. Staff also encourage parents to contribute to their child's learning journals and the regular summaries they form of their development. As a result, a continuous approach is given to promoting children's overall development. This continues through the liaison form used with other providers and agencies involved in children's care and learning. Staff understand the process of completing the check for two-year-old children. They complete a summary of children's achievements in liaison with their parents and identify any areas to provide further support. Staff also continue to implement well-structured monitoring systems for all children. This effectively helps staff to track children's progress across all areas of learning. Therefore, supporting staff well to identify and reduce any gaps emerging in children's development. Consequently, staff promote children's learning and developmental needs very well through their play and effectively encourage them in making good progress.

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

All children are welcomed and valued in this friendly nursery. Staff provide a caring, reassuring approach and children respond happily to them, enjoying their gentle humour. This effectively helps children feel safe in their care and they settle easily. Staff implement a positive key person system to help them recognise children's individual needs and routines. They support these needs very well through their ongoing liaison with children's parents. For instance, staff understand when younger children become tired and need a cuddle before going for their nap. This helps children to feel safe and secure and they settle down comfortably for their sleep. Staff regularly review the use of the play environments in supporting children's needs. Consequently, children play happily in the bright, inviting play rooms, which are organised well to encourage their different interests and abilities. Staff have created meaningful sensory and quiet areas in the outside play environment. This includes a cushioned corner area with a canopy overhead where children can sit quietly to chat with each other or look at a favourite book. This shows that staff are clearly considering the use of the play areas from a child's perspective. As a result, staff actively enable children to develop their ideas and enjoyment of learning through their play.

Staff consistently use positive reinforcement with children. For example, they hand out colourful stickers to children for their efforts in sticking and cutting activities. This actively boosts children's self-esteem and makes them proud of their achievements. Staff talk calmly to children and maintain appropriate expectations. They encourage children to share nicely and develop positive attitudes to others. Consequently, children behave well and play cooperatively together. Staff support children very well in developing their independence skills. For instance, pre-school children like to chop up soft fruits for their snacks. Toddlers begin to use small jugs carefully to pour their drinks. Babies sit together for their meals and staff encourage them in feeding themselves. This promotes children's developing independence skills very well. Children can easily reach soap and

water in the bathrooms to wash their hands before eating. This actively develops children's confidence and self-care awareness. As a result, children start to develop skills that will promote their smooth transition to school.

Staff teach children to look and listen for cars on their outings. They explain why it is important for children to wear their high visibility jackets so they can be seen clearly. Staff talk to children about being careful when using climbing equipment, so they learn how to balance and climb safely. This effectively contributes to how children develop their awareness of how to keep themselves safe from harm. Staff plan the day to provide a balance of active and quiet times. Overall, this supports children's care and learning needs very well, although on occasion, changeover times are not so well organised. For example, children know they need to line up by the garden door before going outside to play. Staff help children put on sun cream and find their sun hats, which helps protect their health. They then supervise children going to the toilet. However, this takes time and children are left waiting at the garden door for longer than expected. While, they are generally patient this does not support their concentration or spontaneous enjoyment of play well.

The nursery employs a dedicated chef, who provides a well-balanced menu of nutritious meals and snacks. Toddlers have fun buying and selling their play food in their role play fruit and vegetable shop. Pre-school children remember mixing together strawberries, bananas, cranberries and yoghurt to make a smoothie. Parents bring in foods from their own cultures, which children enjoy. For example, children taste Polish meatballs and say these are 'yummy, squidgy and nice'. As a result, children begin to develop a very positive awareness and enjoyment of foods that are good for them. Staff encourage children to use tissues and to put their hands over their mouths when coughing. They follow suitable nappy changing procedures to help prevent the spread of infection, which effectively supports children's good health. Staff provide a good range of opportunities for children to develop their physical skills. For instance, pre-school children have great fun climbing through hoops and tyres in an obstacle course. They hop and jump across a hopscotch mat. Babies move around naturally as they explore a colourful ball pool or as they start to reach out for the beautiful sensory light resources. Toddlers like to run, climb, crawl and slide across the soft play equipment in the sports hall. This provides a good variety of activities, which clearly promote children's developing control of their physical coordination and balance.

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

Staff have developed an overall sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff attend safeguarding training and show a suitable awareness of possible signs and symptoms that may cause concern with a child's well-being. Management have formed suitable systems to follow any concerns arising with a child. This supports staff well and they understand the importance of their roles in protecting children's welfare. Clearly detailed operational policies and procedures are formed and made available to parents, for instance through the nursery website. This keeps parents well informed of the provision offered and effectively

promotes positive partnership working. For example, staff record detailed information about any administration of necessary medication and share this with parents, who sign against any entries for their child. This effectively promotes continuity in children's care and gives reassurance to parents.

Management implement clear staff recruitment procedures to support them in assessing the suitability of staff. All staff follow an ongoing induction, supervision and appraisal process, which helps management identify any areas to support staff practice. For instance, staff are encouraged to continue developing their own knowledge of childcare and early years education through further training opportunities. All staff complete first aid training and management monitor that this is updated as necessary. This means staff are well prepared to manage any emergency situations. In addition, risk assessments are completed and staff check play areas daily. For example, they assess outside play areas prior to children going out to play. They ensure visitors to the nursery sign in and out, which helps to protect children. In addition, management monitor the effectiveness of any prevention in place in relation to the accident entries record. This helps staff to actively minimise any accidents and create a safer play environment for children.

Leadership and management have a strong influence on evaluation and encourage staff to develop a reflective approach to their practice. All staff are included in evaluation and peer to peer observations are also being introduced to develop this further. Staff actively seek parents' and children's views and their responses include them within the overall evaluation process. Management review practice regularly and form clear development and action plans. They work closely with the local authority. For instance, in reviewing and developing how staff plan activities and continue to support children's learning. As a result, staff actively continue to develop their knowledge and understanding and consequently the provision offered. This effectively supports their aims for promoting outcomes for children. Parents spoken with at the visit stated they are very happy with the nursery. They say the overall provision offered is continually improving and feel their children are cared for very well.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY473420
Local authority	Wiltshire
Inspection number	952839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	81
Name of provider	South Hills School Limited
Date of previous inspection	not applicable
Telephone number	01722770020

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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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