

Inspection of South Hills Nursery St. Peters

St Peter's, Xanten Way, Salisbury, Wiltshire SP2 9FL

Inspection date:

5 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children make steady progress in their learning. However, because staff are not consistent in the quality of their teaching, some children do not make the best possible progress of which they are capable. For example, staff do not always adequately support children during story time to keep them fully engaged and motivated to learn. Staff know the children well and build warm relationships with them and their families. They welcome the children into the nursery room and support their independence as they choose from a good range of equipment.

Staff work well together as a team to plan what the children need to learn next. However, they do not always deploy themselves effectively to meet individual children's needs consistently. For example, staff are busy with daily routines as children play in the role-play area or in the sensory room, missing opportunities to support and extend children's learning further. This results in children losing interest and their behaviour deteriorating, and they do not speak kindly to each other. However, staff manage children's behaviour well when they notice issues arising and prevent situations from escalating.

What does the early years setting do well and what does it need to do better?

- The quality of teaching varies. At times staff use effective methods such as asking children thought-provoking questions and encouraging them to problem-solve. Staff hide number cards and children excitedly find them and place them in order from lowest to highest. However, at other times staff do not respond when children need support, for example with a puzzle, or help all children to feel included when playing a game. As a result, some children do not make the best possible progress.
- In general, children behave well. Staff are positive role models and when they observe unacceptable behaviour they deal with it effectively to help children learn the boundaries and expectations. However, on occasions children push each other when they are not sharing well and speak unkindly towards others.
- Children use their imagination well and develop their own ideas in their play. For example, staff have provided good resources in the role-play area to enable children to act out familiar roles such as hairdressing, playing 'mummies and daddies' and cooking. In general, children cooperate well as they act out these roles.
- Staff build positive relationships with parents and share information through daily discussions and their online system. This is in the early stages and staff and parents are working together to make the best use of information shared. Parents state they value the way the staff promote children's independence and the trips to the forest school and local farm.
- Managers recognise that the staff team is new, and it takes time to develop

effective working relationships. They are providing support with the planning of the curriculum and helping the new manager to embed the policies and procedures to support children's health, safety and well-being.

- Managers support staff well overall. They provide opportunities for staff to reflect on their practice. They have informal chats and encourage staff to attend training both in-house and externally. In addition, the manager completes observations of staff practice and provides them with feedback. This helps staff with their continued professional development. However, the quality of teaching is not consistently good to help children make the best possible progress.
- Staff promote children's independence well. They are encouraged to put on their coats and boots when going outside, pour their drinks and use the toilet facilities independently. In general, children listen and follow instructions and are gaining the skills they need for their next stage in their learning or the move to school.
- Staff do not always deploy themselves effectively to meet children's needs. For example, when children need support in their play activities, staff are busy with routines such as putting coats on children and other tasks. Consequently, children lose interest and wander around.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding and their roles and responsibilities in protecting children from harm. All staff have good knowledge of the policies and procedures, and complete online safeguarding training. In addition, the manager is undertaking additional training with the local authority to make sure they fully understand the process when making referrals about a child's welfare. Staff have adequate knowledge of the wider aspects of safeguarding, which include the 'Prevent' duty guidance and procedures to follow if they have a concern. Staff undertake risk assessments and encourage the children to learn how to use equipment safely. They give the children clear explanations to help them learn how to keep themselves safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff deploy themselves effectively to support children in managing their behaviour and to extend their learning more consistently	04/12/2019

improve the systems for monitoring the quality of teaching, to ensure all staff use effective teaching methods consistently to support children in making good progress.	03/01/2020
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Setting details

Unique reference number	EY563641
Local authority	Wiltshire
Inspection number	10129561
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 8
Total number of places	40
Number of children on roll	95
Name of registered person	South Hills School Limited
Registered person unique reference number	RP904971
Telephone number	01722 744971
Date of previous inspection	Not applicable

Information about this early years setting

South Hills Nursery St Peters registered in 2018. It operates from St Peters School in Salisbury, Wiltshire. It opens from 7.30am until 6pm on Monday to Friday, offering before- and after-school care as well. The nursery is part of a chain of 10 nurseries. A team of seven staff work with the children, six of whom hold early years qualifications from level 2 to level 6. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- The inspector completed a learning walk with the manager to discuss how they deliver the curriculum.
- The inspector spoke to parents to gain their views.
- The inspector completed observations in the playroom and the outdoor area and spoke to staff and children at appropriate times.
- The inspector held a meeting with management team to discuss self-evaluation, how it plans and implements an effective curriculum to meet the needs of the children attending.
- The inspector reviewed documentation, such as staff records, action plans and policies and procedures.

We carried out this inspection 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.

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