

# Inspection of South Hills Nursery

Semley Village Hall, Semley, Shaftesbury, Wiltshire SP7 9AR

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Inspection date: 15 January 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy, settled and feel secure at the nursery. They interact warmly with staff and visitors and build positive relationships with one another. Children are exceptionally well behaved. They have an excellent understanding of right and wrong and remind one another of the 'nursery promises' so that any minor conflicts or disputes are quickly resolved. Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). All children make good progress. Staff provide a wide range of learning opportunities and activities in a well-organised environment, outside and indoors, which children enjoy. For example, children explore and investigate a wide range of resources outside to use in the mud kitchen. They play extremely well together as they mix water, grass and sticks to make potions and act out familiar scenarios as they pretend to cook.

Partnerships with parents are strong. Effective sharing of information, about children's starting points, enables staff to meet children's care and learning needs successfully from the beginning. Parents are very complimentary about the staff and the nursery provision. They say that their children have grown in confidence and really enjoy attending. They appreciate the good communication and the ideas that the staff give them to further support their children's learning at home.

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

- Children thoroughly enjoy sharing books and listening to stories. They look through books with their friends, and staff read stories using their voices effectively to engage children's interest successfully. They explore what different words in the story mean, such as 'museum', and staff use resources well to help develop children's learning and understanding further. For example, children learn about different parts of a ship, such as the crow's nest.
- Staff work well together to reflect and evaluate practice, share ideas and make continuous improvements to the provision. They observe children engaged in activities and use effective systems to help them identify any gaps in children's learning. After identifying that literacy was an area low in observations, staff introduced a wider range of resources, including a 'writing trolley' and 'cosy area'. This has provided children with a wider range of storytelling opportunities, that they did not have before, which has helped them develop their imaginative play extensively.
- The provider provides effective leadership, coaching and support and encourages staff to develop their knowledge and improve their skills. For example, training in behaviour management has had a significant impact on the way in which children behave. Children are extremely mature in managing behaviour for themselves. They have an exceptional insight to recognising their

feelings and the impact that their actions might have on others. They use language exceptionally well and use words such as 'fair' as they negotiate with one another to share resources.

- Staff know the children well and use this knowledge effectively, overall, to plan a wide range of activities. However, sometimes, staff do not make best use of small-group times to ensure children are interested and fully engaged. Some children become distracted and lose interest.
- Staff have very good links with external agencies and use effective systems to help them to early identify children with SEND, so staff can ensure they receive the specialist support they need.
- Children use their imagination well. They like to dress up as pirates, travel across the sea in a boat and look for buried treasure. Children are happy and well motivated to learn. Staff support them effectively to learn key skills in readiness for the next stage in their learning and starting school.
- Children are very independent. They decide when they want to break from playing for a snack and serve themselves from a wide range of healthy food. They follow good hygiene routines and understand the reason why they must wash and dry their hands before eating. They independently put on their coat and do up zips. Those children who find this more difficult show great determination as they persevere and beam with pride as staff praise them for their achievements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have very good knowledge of safeguarding procedures and can recognise the signs or symptoms that may be a cause for concern. Staff receive regular safeguarding training to keep their knowledge up to date and understand how to report any concerns about a child's welfare. They complete thorough risk assessments and take prompt and appropriate action to reduce hazards. They monitor incidents and accidents effectively to help keep children safe from harm. The provider follows thorough vetting and recruitment processes to ensure staff are suitable to work with children.

## **What does the setting need to do to improve?**

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

- provide more opportunities in small-group activities to engage children's interests more effectively and build on what they already know and can do, to meet their next steps in learning consistently

## Setting details

<b>Unique reference number</b>	EY548946
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10113290
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	South Hills School Limited
<b>Registered person unique reference number</b>	RP904971
<b>Telephone number</b>	01722 744971
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

South Hills Nursery registered in 2017. It operates from the village hall in Semley, Wiltshire. The nursery is open from Monday to Thursday from 9am until 3pm. It opens on Friday if there is the demand. There are two members of staff who both hold childcare qualifications at level 3.

## Information about this inspection

### Inspector

Michelle Heimsoth

### Inspection activities

- The inspector had a tour of the nursery and discussed with the manager how the curriculum is delivered.
- The inspector observed the staff's teaching and the impact of this on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to parents and took their views into account.
- A meeting was held with the manager and a range of documentation reviewed, including policies and children's records.

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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