

Inspection of South Hills Old School Nursery Great Cheverell

High Street, Great Cheverell, DEVIZES, Wiltshire SN10 5XZ

Inspection date: 18 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. They arrive happily and are greeted by friendly, caring staff. Children are keen to explore the well-thought-out activities on offer. Children show high levels of independence. For instance, children pour their own drinks and wash up their cups after snack time.

Children's behaviour is good. They play nicely with their friends and are beginning to share and take turns. Children develop strong relationships with their key person and other staff. They chat happily to them as they play.

Children have lots of opportunities to be physically active outdoors. They enjoy the time they spend outside. For instance, children develop their physical skills when they ride tricycles. They demonstrate good balance and control.

Due to the COVID-19 pandemic, parents leave their children with staff at the main entrance to the nursery. Staff ensure that parents are still aware of what their children are doing. They have implemented a notice board that tells parents about their children's day. Parents comment that this has supported them to talk more at home about children's daily activities.

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

- The manager has high expectations for the nursery. She uses the self-evaluation process effectively to develop the nursery further, to benefit children. For instance, staff have recently spoken with other professionals about how to support children's oral health. They now ensure that children eat fruit as part of a main meal to help to protect their teeth from acid erosion.
- Children become engrossed and concentrate for extended periods at their chosen activities. For instance, children spend long periods exploring a water activity. They show good hand-to-eye coordination as they confidently transfer water between different bottles and jugs. Children carefully peel and cut fruit to use within the water play. However, staff plan consecutive group activities that children have to take part in. As a result, some children become restless and want to play with other things and are not fully engaged in their learning.
- Staff help children to learn about their emotions effectively and support them well to ensure they feel secure within the nursery. Staff encourage children to talk about their feelings using stories. They discuss how various colours relate to different emotions and talk about the different things that make them happy, sad and angry.
- The nursery has developed strong links with local schools, helping to support children when the time comes to leave the nursery. For example, the nursery has recently developed a 'pen pal' system with one of the schools. Children draw

pictures and exchange these with children in the Reception class.

- Partnerships with parents are strong. Parents speak extremely highly of the nursery. They comment that their children are making good progress and how they feel updated about their children's development. Parents state that the staff are friendly and supportive and that their children love attending.
- The manager provides staff with regular meetings, supervision sessions and access to professional development opportunities. Staff feel well supported in their roles. Recent training has supported staff to develop children's well-being further. For instance, staff have introduced a 'minute of mindfulness', where children focus on their breathing. Staff have noticed that children then use this at different points in the day to help self-regulate their behaviour.
- Staff effectively incorporate mathematics into the curriculum and environment well. For example, as children draw around a toy mobile phone, staff point out the numbers on the keypad and then represent these numbers with their fingers.
- Staff know the children well and talk confidently about where they are in their learning. Staff know what children need to learn next. They are aware of the intention of activities and what they want the children to achieve.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm and how to keep them safe. They have a secure knowledge of child protection and who to contact if they have a concern about a child's welfare. When appointing new staff, the manager follows thorough recruitment processes to ensure staff are suitable for their role. Staff supervise children well and provide a safe environment. They support children to learn about rules within the nursery, such as scissor safety.

What does the setting need to do to improve?

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

- review the balance of planned group activities and for those children who can choose for themselves to ensure that all children's learning is maximised.

Setting details

Unique reference number	2511580
Local authority	Wiltshire
Inspection number	10194499
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 at time of inspection	2 to 3
Total number of places	34
Number of children on roll	22
Name of registered person	South Hills School Limited
Registered person unique reference number	RP904971
Telephone number	01722744971
Date of previous inspection	Not applicable

Information about this early years setting

South Hills Old School Nursery Great Cheverell registered in 2018. It is located in Great Cheverell in Wiltshire. The nursery is open Monday to Friday, from 8am to 4pm, for 51 weeks of the year. It employs five staff members. Of these, one staff member holds a level 6 qualification, three staff members hold a qualification at level 3 and one staff member is unqualified. The nursery provides free early years funded education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in her evaluation of the provider.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and read the written feedback provided. Parents' views were taken into account.
- The inspector completed a joint observation with the nursery manager.
- A meeting was held between the inspector and manager. The inspector looked at a range of relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.

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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