

Inspection of Windrush Nursery

2 Windrush Cottages, West Dean, Salisbury, Wiltshire SP5 1HR

Inspection date: 29 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy to come into nursery. They are excited to see their key person and their friends. Staff hold their hands to guide them in safely. Children know that their favourite toys will be set out waiting for them, such as diggers or paint and stickers to create pictures with.

Children build good friendships and enjoy engaging in imaginative play. For instance, they make 'nature cakes' from recipes they create. Ingredients include sage, thyme, daises, pinecones and mud. Children behave well. They listen attentively to stories and join in with songs and rhymes. Young children receive cuddles from their key person if they become tired or upset. This helps them to feel emotionally secure.

Children show positive attitudes to learning. For example, older children demonstrate good levels of persistence to plant flowers into pots in the garden. Younger children enjoy collecting the soil needed in wheelbarrows from another area of the garden.

The nursery had a period of closure during the COVID-19 pandemic. During this time, staff kept in regular contact with children and their families. They shared a range of activities, so children could do them at home. Consequently, children returned to the nursery feeling relaxed and settled.

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

- Staff know all the children well. They understand children's individual learning and development needs. Staff observe the children throughout the day, assessing accurately what they need to learn next. They identify quickly when children may need additional support. Staff put strategies in place to close any gaps in children's learning.
- Staff support children well to develop good levels of communication and language skills. They introduce and model the correct use of new words and listen to what children say. Staff ask questions to find out what children already know. However, some questions do not build on children's interests or what they can do, to develop their learning further.
- Children develop a love for books. They have access to a wide range of books. Staff encourage children to select stories independently. Children listen to the staff reading, and repeat simple and familiar words and phrases, which helps to enrich their emerging vocabulary.
- Children are independent and try and do things for themselves. Staff give them time to 'have a go', particularly when putting on and fastening their coats and shoes, or when washing their hands. This helps to ensure that children have the

self-help skills needed in preparation for school.

- The owner, who is also the manager, and staff reflect constantly on what they do and continue to make further improvements. For instance, since the last inspection, the manager has built and extended a wooden building specifically for the children to use in the garden, to extend outdoor play. Children enjoy regular forest school sessions and learn about the natural world.
- Children have good physical skills. They learn to balance and steer a variety of wheeled toys skilfully around the garden. They climb across, over and under frames, and jump on a trampoline. Staff play organised ball games with children to develop their physical coordination skills. Children practise a variety of movements and dance enthusiastically to music.
- The manager ensures that all staff have access to training that improves their knowledge and skills over time. Staff communicate well together and ensure that the routines reflect the needs of the different ages and stages of children in their care. However, the manager does not monitor closely the quality of staff's teaching with children, to evaluate how well they deliver the ambitious curriculum.
- The manager and staff have strong relationships with parents. All parents speak highly of the care and education their children receive, saying the staff 'bring out the best in each individual child'. They report that staff feel like extended family. Staff provide regular feedback to parents about their children's learning experiences. However, some parents are not always clear on what is next for their child's learning and how they can support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to safeguard children and are clear about procedures for reporting a concern about a child. They keep their knowledge up to date through, for example, attending training regularly. The manager has robust recruitment procedures in place to ensure that all staff are suitable to work with children. Staff care for children in a safe and secure environment. The manager ensures that staff are deployed effectively and that staff-to-child ratios are maintained at all times. Staff complete daily risk assessments to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- monitor staff's practice more precisely to ensure the curriculum is implemented as effectively as possible, to build on children's knowledge and skills even further
- enhance the good partnerships with parents further so that all parents are fully informed how they can support their child's learning at home.

Setting details

Unique reference number	145963
Local authority	Wiltshire
Inspection number	10126091
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	25
Number of children on roll	35
Name of registered person	Gould, Clare
Registered person unique reference number	RP513382
Telephone number	01794 884888
Date of previous inspection	11 January 2016

Information about this early years setting

Windrush Nursery registered in 1988 and is situated in West Dean, near Salisbury in Wiltshire. Sessions run Monday to Thursday from 9am to 3pm during term time only. There are seven members of childcare staff. Of these, one holds an appropriate childcare qualification at level 4, four hold level 3 and the owner has qualified teacher status. The nursery offers funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cornish

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the leader, spoke with staff and interacted with children.
- Parents discussed their opinions about the setting with the inspector and provided written feedback.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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