

Inspection of John McNeill Opportunity Centre

Odstock Road, Salisbury, Wiltshire SP2 8BG

Inspection date: 4 May 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children with special educational needs and/or disabilities are exceptionally well supported at this specialist centre. They arrive happily and are greeted by very experienced, patient, and caring staff. Children are confident to explore the setting and engage with staff, who all know them extremely well. Staff support children's emotional well-being very effectively. They carefully monitor children's feelings, using gentle touch and singing to sooth and calm children when needed. Behaviour is exemplary. Staff carefully prepare children for what is happening next, and children follow the routines extremely well. Children readily share and take turns.

Children flourish in the dedicated and individualised support they receive from staff. They develop social skills and learn how to communicate through words, gestures, Makaton and/or the picture exchange communication system. Staff provide consistently high interactions with children through targeted one-to-one and group activities, for example circle time, stories and phonics activities. Children are very often eager to join in, they concentrate well and show pride in their achievements. A child is delighted when they can blow bubbles for the first time. Children are developing their independence and are encouraged to make choices. They use pictures to select resources and choose their own snacks.

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

- The curriculum is exceptionally well planned and implemented. Staff have very high expectations for all children and ensure all children make progress through meticulous planning and targeted assessment.
- Staff well-being is of high importance to leaders and managers, who work exceptionally hard to support them. As a result, staff say they feel highly valued and part of the team.
- Staff have a very detailed knowledge of children's abilities, interests and challenges. The skilfully plan purposeful activities to engage and enthral them.
- Staff use highly successful strategies to communicate with children according to each child's individual needs and share this information with families. They provide transition cards for parents, which helps children feel secure and provides continuity.
- Children are developing a love of books. They listen attentively to 'The Very Hungry Caterpillar' and join in with some of the words and sounds. They explore the props with excitement. Books are shared with home via book bags to encourage further reading. Children use their fingers to track the words on the lines, which helps to develop their literacy skills.
- Parents and extended families are extremely well valued by managers and staff. A room is available for them to use throughout the sessions that their children attend. This enables parents to socialise, build relationships and support each

other.

- Staff have high aspirations for children, they teach children the communication and social skills they will need for future life. They encourage children to be independent. For example, hanging up their coats, washing their hands and drinking from an open cup.
- Children learn about the world around them. They take part in swimming and horse riding sessions and have regular visits to the community farm. Visitors to the setting support children's understanding of important members of society, such as firefighters.
- Children enjoy a variety of physical activities outside and in the gymnasium. They ably climb the stairs to the slide and smile widely as they come down and are greeted by a member of staff. Children are encouraged to make marks with chalk, paint and water and to manipulate play dough with their hands and other tools.
- Partnerships with other professionals are very effective. Outreach and inreach sessions enable practitioners from other early years settings to learn techniques to support children who attend more than one setting.
- Parents and grandparents say they 'can't speak highly enough' about the setting. They feel very well informed about their children's progress and ways they can extend learning at home. They say it is 'like a family'.
- Children are extremely well prepared for their next steps in their education. Managers have excellent relationships with local schools and transitions are very well managed to ensure children settle well.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a strong knowledge of the signs and symptoms of abuse and understand how to report concerns about staff and children in the setting. The manager ensures that staff receive up-to-date safeguarding training. Managers employ robust recruitment procedures and effective systems to ensure that staff remain suitable to work with children. Highly effective procedures have been put in place to prevent the spread of infection during the COVID-19 pandemic. The designated safeguarding lead works effectively with other professionals to keep children safe. There is a strong focus on supporting children and their families.

Setting details

Unique reference number	145990
Local authority	Wiltshire
Inspection number	10125988
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 5
Total number of places	62
Number of children on roll	62
Name of registered person	John McNeill Opportunity Centre
Registered person unique reference number	RP522403
Telephone number	01722 413263
Date of previous inspection	23 February 2016

Information about this early years setting

John McNeill Opportunity Centre opened in 1979. It operates from premises in Salisbury, Wiltshire. The setting mainly supports children with special educational needs and/or disabilities. They open each weekday during term time from 9.30am until 12 midday. The setting employs 16 staff. Of these, two have qualified teacher status, 10 have level 3 qualifications and four have level 2 qualifications. The setting receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Large

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 supervisor and inspector completed a learning walk together of all areas of the centre and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the supervisor and the manager about the leadership and management of the setting.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.

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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