

# Inspection of South Hills Nursery School

South Hills School, Home Farm Road, Wilton, Salisbury, Wiltshire SP2 8PJ

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Inspection date: 24 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and excited for their day at nursery. Children eagerly engage in water play. They mix colours and herbs to make 'potions'. Children use the word 'indigo' to describe the colour they make. Staff skilfully revisit children's learning, asking them what 'indigo' means. Staff introduce the word 'essence' when children add vanilla to their potions. Children share that they like vanilla ice cream, making links in their learning.

Children are safe and secure. They have strong bonds with their key person and all staff that care for them. The youngest children happily explore independently. They benefit from low climbing equipment to promote their physical development. Children learn the importance of caring for animals. They feed the rabbits and when they handle them, staff explain why they need to be kind and gentle.

Children's behaviour is excellent. They have high levels of respect for each other. The youngest children are aware when their friends are sad and give them a hug. The oldest children negotiate during play. For example, children kindly ask their friends if they can have a turn with toys they would like. They listen, value and accept their friend's choices.

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

- The leaders and staff know the children well. They are aware of the impact that COVID-19 has had on children and families. They provide a settling-in procedure which is tailored to the individual needs of the families. They slowly introduce children to the setting, firstly alongside their parent/carer, then building on this to longer independent sessions. This ensures children feel safe and secure with the staff caring for them and in the nursery environment.
- Leaders and staff adopt an ambitious curriculum which is centred around the children. They identify children's interests and use these to extend and promote children's learning. Younger children show an interest in sensory play and are encouraged to explore this in a number of ways. They use their hands to manipulate sand, water, rice and shaving foam. This builds muscles for early writing.
- Children with English as an additional language are well supported. Staff skilfully weave new vocabulary into all areas of their play. Children confidently share words in their home language with their friends. For example, they use words from their home language to describe herbs. They also learn new words in English with the support of their friends. As a result, children are aware of other languages and confidently share and explore new words.
- There is a sound partnership with parents. Parents report on the good communication with regard to their children's care routines, learning and

development. Parents of children with special educational needs and/or disabilities speak highly of the support they have received from the special educational needs coordinator. Any concerns regarding their child's development are quickly identified, resulting in early support and intervention.

- Children receive excellent opportunities to access a wide range of learning experiences from the local community. The youngest children squeal with excitement as they bounce and wave their hands as part of a music and dance session. Older children excitedly join in as they learn to play instruments and sing songs. Children are highly motivated and engaged throughout.
- Staff provide older children with brilliant opportunities to promote their language skills and embed what they already know. Children and staff discuss flowers and pollen when in the garden. They revisit when the bee-keeper came into the nursery. They discuss how the 'clever' bees spread pollen to all the different flowers. The children are confident and excited to discuss what they know already. However, the youngest children are not consistently supported with their communication. Staff do not always model and copy language for children to hear and learn during their play and routines.
- Children are encouraged to engage in activities to develop new skills. For example, they learn to use tools in the home corner and feed the animals on the farm. However, on occasion, staff do not plan activities to provide children with the support they need to engage and learn new skills effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff provide a safe and secure environment for children to play and learn. They have a good understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. All staff understand the procedures to follow should they require further help from outside agencies. The manager carries out regular supervision meetings to ensure all staff continue to be suitable to work with children. Staff support children to engage in risky play and children learn the importance of wearing safety equipment when riding bicycles.

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

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

- strengthen staff knowledge of how to consistently develop communication and language for the youngest children
- focus more precisely on what children know and can do when planning activities, so that all children are supported to learn new skills effectively.

## Setting details

<b>Unique reference number</b>	146009
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10125825
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	94
<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>	15 April 2015

## Information about this early years setting

South Hills Nursery School opened in 1993 and is based in rural Wilton, near Salisbury. The nursery is open between 8am and 6pm for 51 weeks of the year. The nursery employs 14 staff. Of these, 11 hold appropriate early years qualifications, including the manager. Three staff members are currently undertaking schemes to gain appropriate qualifications. The nursery receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Sarah-Louise Clements  
Lisa Large

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- Children spoke to the inspectors about what they enjoy doing at nursery.
- Staff spoke to the inspectors during the inspection.
- The inspectors carried out a joint observation of a group activity with the manager.
- The manager shared relevant documentation with the inspectors.
- Parents shared their views of the setting with the inspectors.
- The inspectors observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.

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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