

# Inspection of Spring – Boscombe Down

Qinetiq, Ministry Of Defence, Boscombe Down, Amesbury, Salisbury, Wiltshire SP4  
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Inspection date: 8 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</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 settled and happy in this friendly and welcoming nursery. Staff provide plenty of cuddles and reassurance for babies that have recently started, which helps them to feel safe and settle in quickly. Children develop confidence and motivation to explore and learn. They engage fully in activities and are keen to explore the varied range of resources and equipment. For example, older children enjoy testing their physical skills on outdoor play apparatus while toddlers enjoy using a cosy den made from a giant cardboard box. Children are well behaved and respect one another. They take turns on the bikes and scooters, for example. Staff provide an interesting curriculum and tailored support which helps children, including those with additional needs, to make good progress from their individual starting points.

Staff provided good support for children during the COVID-19 pandemic. They remained in contact with families whose children could not attend. They made effective use of an online platform to share ideas for activities that all parents could do at home to support their children's learning. Leaders have identified that many children are experiencing delays in their speech and language and their personal, social and emotional development as a result of the pandemic. They use effective strategies to help them catch up, such as providing cosy spaces where children can chat to each other and listen to stories.

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

- The environment is carefully planned to support children's learning. The outdoor areas in particular offer a stimulating range of learning experiences, including mud kitchens and music walls. Older children enjoy planting flowers and rolling reels down a rail and babies investigate the sandpit. When birds built a nest in the eaves, staff used this opportunity to help children learn about life cycles and growth.
- Staff know children well and they place the individual child at the centre of everything they do. They collect detailed information from parents, which helps them establish each child's interests and what they can already do. They assess their development, identify what they need to do next and provide tailored support to help each child achieve their full potential.
- Children develop good social skills and learn to respect one another. For example, older children take part in group activities and listen to one another. Younger children willingly follow instructions and evidently know nursery routines. Children develop great confidence. They quickly approach visitors to find out what they are doing and to introduce themselves.
- Children develop many independent skills. For example, the older children manage their own snack time with minimal adult support. They decide when to

eat, serve themselves and then tidy away afterwards.

- There is a strong focus on children's health and well-being. The nursery has a qualified physical activity and nutrition coordinator. She has introduced indoor exercise and made changes to the food children have for snacks. Staff talk to children about healthy eating and ensure that they get as much exercise as possible every day.
- The leadership team provides good support for staff. The manager has completed training to enable her to support their mental health and there are excellent opportunities for professional development.
- There are warm interactions between staff and children. However, on occasion, staff do not interact as effectively as possible with children to support them, particularly with regard to building relationships with others.
- Staff support children who are learning English as an additional language to acquire vocabulary and use visual aids to help them communicate. However, they do not provide many opportunities for them to use their home language during their play to further support their communication skills.
- Partnerships with parents are a particular strength. Staff get to know them well and share detailed information about their children's progress and discuss the support they are being given. Staff involve parents in their children's learning. For example, there is a lending library so parents can read to their children at home. Staff have also involved parents in a scheme run with a local supermarket to reduce food waste.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of the signs that a child may be at risk of harm and know the procedures to follow if they have concerns. Staff have easy access to contact details for the relevant agencies if they need to escalate any concerns about children or their colleagues beyond the organisation. The nursery provides a safe and secure environment for children. For example, new security systems have been put in place so that staff can see who is at the door. Staff help children learn about staying safe and encourage them to take part in activities that give them the opportunity to take supervised risks.

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

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

- develop staff's ability to consistently recognise when children would benefit from further adult support, particularly in building relationships with other children
- provide further opportunities for children who are learning English as an additional language to use their home language in the nursery to further support their communication skills.

## Setting details

<b>Unique reference number</b>	2507944
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10214969
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Telephone number</b>	01980 625624
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Spring Boscombe Down was registered in 2019. It is situated in Boscombe Down, Wiltshire. It operates 51 weeks a year from 7:30am to 5:30pm. The nursery is in receipt of funding for free education sessions for children aged two, three and four. There are 17 staff who work directly with children. Of these, 11 have relevant childcare qualifications.

## Information about this inspection

### Inspector

Catherine Sample

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children who need additional support.
- 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 carried out a brief joint observation of an activity with the manager and discussed how she monitors staff practice.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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