

# Inspection of Brambles Hindon

Hindon Primary School, Hindon, Salisbury, Wiltshire SP3 6EA

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Inspection date: 17 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children enter this inspiring outdoor learning environment happy and ready to learn. They wave and smile as they are greeted by the nurturing staff. Children show they have high levels of confidence and self-esteem as they freely explore the open-ended resources. For example, they build a house out of big junk items. Using their muscles, they lift up a big black tube and tell staff 'this is our house'.

Children's behaviour is excellent. They are extremely polite and respectful towards each other. During play, children show they are able to share resources without conflict. For example, a group of older children mix mud and paint together to make a volcano. They check that others have finished using the paint by asking 'Are you finished with that? Can I have it please?'

Children develop a love of nature and the natural world. They giggle with excitement as they dig up vegetables and lettuce from their allotment. Children use mathematical language, such as 'big', 'small', 'more' and 'lots', as they find some potatoes. They notice the roots and discuss how a plant drinks the water from the soil in order to grow. Children prepare their vegetables for a snack. They independently wash and cut potatoes, radishes and peppers, before placing them in a bowl to make a healthy salad.

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

- The curriculum is child-led and covers all seven areas of learning. Staff engage and observe the children in their play. They follow children's interests and curiosity, allowing children to make choices about what they want to learn. This empowers children, building confidence and self-esteem. Staff use open-ended questions to determine what children already know and scaffold their learning. For example, children spot a mound of mud. Staff use open-ended questions to determine what the children know about the mound. The children decide that a mole made it. Together, they research what a mole looks like and its daily routines. They learn that moles are nocturnal and only come out at night.
- Children benefit from this outdoor play environment. Staff offer children a wide range of experiences with animals and nature. Children enjoy learning about different animal routines and lifestyles. For example, children and staff investigate some alpaca hair and discuss what it might be used for. The children know that alpaca hair can be used to make clothes. They also know that birds use it in their nests to keep their eggs warm. Staff extend this knowledge by telling the children that alpaca hair can also be used to keep their plants warm in the winter.
- The manager knows how important it is for children to feel safe and secure in the pre-school. She places children's health and well-being as her top priority.

Staff promote a healthy lifestyle. They encourage children to make healthy choices and to understand the impact that certain foods can have on your body. For example, children learn that potatoes contain carbohydrates, which give you energy. Staff support children's physical skills by providing them with ladders to climb and creating assault courses out of wooden beams, which builds their muscles. For example, children climb up ladders to look over the fence at their siblings in the school field.

- Staff feel extremely well supported and valued by the management team. Their ideas for improvements and changes are listened to and fully embraced by the manager and owners. For example, staff identified a dead space in the garden. They all worked together to turn it into a wildlife pond area and allotment. This allows children to grow their own vegetables and observe wildlife in the pond.
- Parent partnership is superb. Parents praise the manager and staff for their continued support and information. They state that their children are excited to attend the pre-school each day and describe it as a 'magical place'. Staff adapt to meet children's and parents' needs. For example, children settle in at their own pace. Staff allow parents to stay until the children feel comfortable and let them leave. This builds trust between the key person and the child, which supports them to establish a bond.
- The manager receives early years pupil premium funding. She uses the money to buy these children tickets for a family day out. This provides children with different experiences, which helps to spark new interests and curiosity. Children share their experiences with each other. This enhances their ability to communicate with others and builds social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager fully understands her responsibility to keep children safe from harm. She is able to identify the signs and symptoms of abuse. Staff have access to flow charts and numbers for relevant agencies. They know the procedure to follow if they have concerns about a child or if an allegation is made against a member of staff. Staff ensure they record any pre-existing injuries and regularly analyse them for potential patterns of abuse. The manager is aware of safeguarding concerns in the local community. She shows extensive knowledge of all safeguarding issues, including the 'Prevent' duty, female genital mutilation and county lines. Staff attend regular safeguarding training updates to ensure they are kept up to date about current safeguarding issues. The manager and her team ensure that children's safety is their top priority. They conduct regular risk assessments and checks of the environment before welcoming any children.

## Setting details

<b>Unique reference number</b>	2530783
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10215111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Brambles Outdoor Nursery Group Limited
<b>Registered person unique reference number</b>	2530782
<b>Telephone number</b>	01980671417
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Brambles Hindon operates from a unit in the grounds of Hindon School, near Warminster, in Wiltshire. It operates Monday to Friday, from 8.30am to 3.15pm, during school term times. There are four members of staff. Of these, one has early years professional status, two hold relevant qualifications at level 3 and one is an apprentice. The setting accepts government funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Louise Phillips

## 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 inspector and the manager completed a learning walk where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke to and engaged with the inspector during the inspection.

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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