

Inspection of Southville Day Nursery

Elim Church Hall, Southville, YEOVIL, Somerset BA21 4JA

Inspection date: 5 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their experiences at this welcoming and friendly nursery. They have positive relationships with staff, who they rely on to meet their needs. From a young age, children confidently move around their play spaces, indoors and outdoors, to engage in activities that provoke their curiosity. Staff know the children well and ensure relevant resources are available to them based on their interests. Learning environments encourage children to explore and find their own activities.

From a young age, children learn to be kind and behave well. Staff make their expectations for good behaviour clear, so children understand the boundaries and what is expected of them.

Staff's constructive relationships with parents have a positive impact on children's care and learning. Staff work closely with parents to share information about the children, their care needs and their learning, including next steps. Parents receive a daily email about what their children have done each day, enabling them to build on this learning at home. During the holidays, parents receive a learning pack to continue learning at home when their children attend term-time only. Parents value the input and support they and their children receive.

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

- There is a clear and well-targeted curriculum. Staff use this in each room to develop their own themes and planning based on what they know about their children and their interests. This enables them to support children to develop their personal, social and communication skills as they learn to be independent and ready for school.
- Staff in the baby room know their children well and provide sensitive care. They encourage children to explore and learn new skills. Staff provide targeted activities that develop children's emerging language, awareness of others and their physical skills. Staff give the children words to their play and encourage them to take their first steps. The calm and welcoming environment helps the youngest children to settle in quickly.
- Across the nursery, staff are kind, caring and positive role models. They support children well to develop respectful relationships with others. From a young age, children learn to share, take turns and be considerate. For example, in the pre-school room, one of the children loses their footing while negotiating the obstacle course they have built with others. They warn their friends to be careful of the potential hazard. At lunchtime, children learn good table manners and to be polite. For example, in the toddler room, children say 'excuse me', unprompted.

- There are good opportunities for staff to attend training that improves the quality of teaching across the nursery. This has influenced how they plan activities.
- Overall, staff support children's communication and language well across the nursery. Some children are confident communicators and are able to extend conversations, seek help and share their ideas. However, children who speak English as an additional language and those who are developing their communication and language are not consistently supported by staff as well as they could, to ensure they progress at a greater rate and get the input they need to close gaps promptly, particularly in the toddler room.
- In the pre-school room, staff expertly encourage children to solve problems and think for themselves, for example when building an obstacle course. They encourage children to share and test their ideas, for example what to do when there is a 'traffic jam' and they get in each other's way. Children successfully work together so they can keep going without hurting or upsetting others.
- Children engage in an interesting range of activities that capture their attention overall. However, at times, staff do not adapt the learning opportunities as well as they could, to ensure they meet children's needs and that all children in the pre-school and toddler rooms benefit.
- Self-evaluation is successful in bringing about change. The manager involves staff effectively in identifying individual strengths and weaknesses and those in each room and the nursery as a whole. This has led them to change the indoor environment to provide separate rooms, resulting in an increase in children's concentration and, at times, reduced noise levels.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding lead, have a secure knowledge and understanding of safeguarding matters and the procedures to follow to protect children from harm. They work closely with parents and other relevant agencies when needed, to ensure children thrive and receive timely input that safeguards their well-being and welfare. Staff supervise children closely to ensure they remain safe in their play. They risk assess the environment, indoors and outdoors, to reduce children's exposure to potential hazards. Children learn safe play and the consequences of their actions, helping them to make safe choices, for example not climbing on furniture.

What does the setting need to do to improve?

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

- extend the input for children who speak English as an additional language and those developing their communication and language so that staff focus more

consistently on this area of learning, to ensure these children progress at a greater rate and any gaps close quickly

- support staff to engage and adapt their teaching further during activities so that all children benefit as much as they can from the learning opportunities.

Setting details

Unique reference number	142869
Local authority	Somerset
Inspection number	10234224
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	65
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	(01935) 431625
Date of previous inspection	28 February 2017

Information about this early years setting

Southville Day Nursery opened in 1992 and operates in Yeovil, Somerset. The nursery opens Monday to Friday, from 7.30am to 6pm, throughout the year. The nursery is funded to provide free early education for children aged two, three and four years. There are 17 members of staff, including the manager, of whom 14 hold relevant early years qualifications from level 2 upwards to degree level. Staff members include two cooks and an administrator.

Information about this inspection

Inspector

Janet Armstrong

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager spoke with the inspector about the leadership and management of the setting.
- 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 joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documents on request.

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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