

Inspection of Feathered Skies Limited

Beech Avenue, Middle Wallop, Stockbridge, Hampshire SO20 8DY

Inspection date: 21 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are greeted with a smile and visibly enjoy attending this friendly nursery. They settle quickly to a chosen activity and demonstrate readiness to learn and play. Children are encouraged to make independent choices about their play and excitedly explore a range of activities on offer. For example, children enjoy large-scale construction and design their own 'houses' and 'buildings'. Staff plan and implement effectively an ambitious curriculum that encourages children to explore and be curious about the world. For instance, pre-school children take part in weekly science, technology, engineering, arts and mathematics (STEAM) classes. Children learn to take risks and extend their physical development through play equipment and outings. For example, older children visit the nearby adventure playground to use the more challenging equipment. Younger children enjoy local walks, which help them develop their understanding of the world they live in.

Children develop strong relationships with staff through the effective key-person approach in all areas of the nursery. This helps children build their confidence and learning effectively as staff engage, listen and play alongside them to support their learning. Children receive effective support for their communication and language development. Staff read and interact with children, allowing them to hear new vocabulary and learn new words. Staff repeat words to younger children to support their developing speech and understanding. Children have fun learning songs and rhymes during daily and weekly music and singing activities.

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

- The manager has clear learning intentions for children. Staff have identified that some children need extra support with their social skills. Staff work hard to support children's social and personal development effectively. For example, in the pre-school room, children are encouraged to take turns, interact with others and independently tidy up after themselves. In the baby room, children are encouraged to share resources and play alongside others.
- Staff know children's learning needs well and they regularly observe and assess their progress. Overall, this helps staff to identify next steps of learning effectively. At times, staff do not consistently plan activities that are well matched to children's needs.
- Staff and children enjoy warm interactions. Staff praise children for their efforts and achievements, such as using the potty independently. This promotes children's motivation, positive self-esteem and confidence in their abilities.
- Staff quickly identify children who need extra help with their learning. They provide support, including spending one-to-one time with children, and introduce strategies, such as signing. Staff understand the importance of working closely with parents and outside agencies to provide consistent support to meet

children's needs.

- Children explore a wide range of activities and resources. Staff encourage children to be curious and try new things. Children mainly behave well. They are able to cooperate and work together as a group most of the time. However, at times, when conflicts occur between children, although staff are calm and intervene, they are not always consistent in their approach. This does not fully support children to develop their understanding of expected behaviours, boundaries and emotions.
- Children enjoy healthy and nutritious food and drinks. Staff offer them a variety of new tastes and textures, such as pomegranate. This helps children develop confidence in trying new food. Children take part in 'Tasty Tuesdays', which enhances their enjoyment of healthy eating when making their own snacks.
- Staff offer children and families a flexible and supportive settling-in process, including a home visit and settling-in visits to the nursery. This helps staff build relationships with families and learn about each child's individual needs, interests and level of development on entry. This helps staff support children effectively from the start.
- An online app is used successfully for communication between staff and parents. Parents state they find this app user-friendly and informative. They receive messages about what their children have been learning and the progress they are making. Parents comment positively about the nursery and praise the staff. They highlight that their children have made good progress since starting, such as using a wider range of vocabulary.
- The manager and room leaders monitor and develop staff practice well. They model good practice and organise peer observations and meetings to support staff. Staff feel supported and enjoy their work. There are clear aims to continue to raise the quality of the nursery, including enhancing children's outdoor learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their safeguarding roles and responsibilities and know how to keep children safe. They have a secure understanding of the policy regarding online safety and photographing children. Staff know what to do if they have a concern about a child in their care. They understand who to inform and how to make a referral to outside agencies. Staff know how to respond to concerns about the conduct of their colleagues. The manager demonstrates that she is aware of safeguarding issues in the local and surrounding area. This helps staff to recognise potential indicators that may raise concerns.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to implement positive behaviour strategies to teach children clear boundaries and support their emotional development
- build on staff's understanding of how to plan activities with a clear intent, to meet children's learning needs more effectively.

Setting details

Unique reference number	2600775
Local authority	Hampshire
Inspection number	10251571
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	1 to 4
Total number of places	38
Number of children on roll	38
Name of registered person	Feathered Skies Limited
Registered person unique reference number	2600774
Telephone number	01264 781269
Date of previous inspection	Not applicable

Information about this early years setting

Feathered Skies Limited registered in August 2020. It is situated in Stockbridge, Hampshire. The nursery is open five days a week from 8am to 5pm, all year round. It receives free early education funding for children aged two, three and four years. There are 15 members of staff. Of these, 10 have relevant early years qualifications. Some staff are working towards a qualification or further qualifications.

Information about this inspection

Inspector

Sophie Spelman

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 their children to learn.
- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector carried out a joint observation of a personal, social and emotional activity with the manager.

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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