

# Inspection of South Hills City Nursery

Elim Christian Centre, Dews Road, Salisbury SP2 7SN

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Inspection date: 26 June 2023

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

### **The provision is good**

Children arrive happy and keen to attend. They form close and trusting relationships with the staff, who support the children well as they move up through the playrooms. This helps children to feel safe, settled and secure. Babies benefit from a calm and nurturing environment in which staff meet their care routines well. Staff help children to learn positive values and how to behave well. They provide gentle and consistent guidance that helps children to share, take turns and play kindly. Staff provide good role models and help address any specific issues with children sensitively. For example, they read themed books, explore emotions and provide quiet areas for children to calm down and reflect.

Children benefit from a good range of learning opportunities and regular outings, such as forest school trips, to support their all-round development. They move freely between the indoor and outdoor play areas, making their own choices. Many children spend much of their playtime outside, where they explore, investigate and create their own ideas. For example, children work together to make 'potato and seaweed soup' and 'treats' in the play kitchen, laughing together at their creations. Staff encourage children's ideas and join in their imaginative play to keep them engaged.

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

- Staff work well with parents to find out what children know and can do from the start to help them plan their ongoing development. They know the children well and are clear about what they intend for them to learn next. Staff provide activities that support children's personal interests to help them achieve their learning goals. For example, children learn to use scissors safely to cut out pictures of tractors and read vehicle-themed books to support their hand coordination and literacy.
- Staff join in children's play with enthusiasm and provide challenges for some children to help build further on their learning. For example, they help children to learn about concepts such as floating and sinking, colours and shapes. However, on occasion, staff provide fewer challenges to some more developed children when they answer questions very easily, hindering their ability to build on their learning even further.
- Staff encourage babies' communication well as they verbalise their babbles, sounds and actions. They encourage children to talk about their ideas and home life and introduce new words to build their vocabulary. However, staff do not consistently help children to use their home languages in the setting to support their well-being and language development even further.
- Children develop good independence from a young age. They learn to manage tasks for themselves, such as serving their own food at meals and clearing away

their plates and cutlery afterwards. They are interested and motivated to explore new activities and find out how things work. Babies explore sensory toys and puzzles with curiosity, and older children laugh as they learn actions to songs and experiment making dough and 'gloop'.

- Partnerships with parents are effective. Staff keep parents informed of their children's care routines and well-being each day and involve them in their children's development. Parents provide positive feedback regarding the care of their children.
- Staff help children to cultivate healthy lifestyles and good physical development. Babies practise walking in safe spaces, and toddlers use their bodies to join in action songs. Pre-school children thoroughly enjoy 'wake and shake' sessions at the start of the day to help them calm down and focus well. All children enjoy healthy meals and snacks, which they eat together at sociable mealtimes.
- The management team works closely with staff to evaluate and develop the quality of provision and make ongoing improvements. It ensures that all additional funding is used responsibly in order to have the most impact on children's learning. The management team has not notified Ofsted of a significant incident, as it is required to do. However, this has had no impact on the welfare of the children, and the team understands the notification requirements otherwise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of their safeguarding roles and responsibilities. This includes the risks to children, how to raise concerns about another member of the team and the procedures to follow in the event of any concerns about a child's welfare. The management team follows robust vetting procedures and induction processes to ensure staff are suitable to work with children. Staff benefit from development opportunities to help support them in their roles. They maintain safe and secure environments for children. Staff regularly remind children how to keep themselves safe, such as not tipping their chairs when sitting down and using tools safely in their creative play.

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

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

- support all children who learn English as an additional language to use their home language in the setting
- provide more challenging experiences to extend the learning of more developed children even further.

## Setting details

<b>Unique reference number</b>	EY473420
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10300025
<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>	1 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	South Hills School Limited
<b>Registered person unique reference number</b>	RP904971
<b>Telephone number</b>	01722770020
<b>Date of previous inspection</b>	14 February 2019

## Information about this early years setting

South Hills City Nursery registered in 2014. The group operates from Salisbury, Wiltshire. It opens each weekday, from 8am to 6pm, for 51 weeks of the year. The group receives funding to provide free early years education for children aged two, three and four years. The group employs seven staff members to work with children, six of whom hold appropriate qualifications at level 3 and one at level 2. The group also employs a cook.

## Information about this inspection

### Inspector

Bridget Copson

## Inspection activities

- This was the first routine inspection the setting received since the COVID pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager completed a learning walk around the premises and explained how this is used to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the staff's interactions with the children. She discussed the effectiveness of an activity with the manager.
- The inspector sampled the documentation.
- The inspector took account of the parents' views.

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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