

Inspection of Larkhill Garrison Nursery

New Garrison Community Centre, Willoughby Road, Salisbury SP4 8DG

Inspection date: 6 July 2023

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 very much enjoy nursery. They begin and end their day full of enthusiasm. Children independently place their lunch boxes on the shelf and immediately get involved with the planned activities that staff have prepared for them. Children explore the garden and find unripe strawberries growing in containers. Staff teach children the vocabulary to help them to explain that the fruit needs more sunshine and time to ripen. Staff introduce early literacy development into their curriculum. Children begin to learn to hear the sounds within words by tapping the syllables of their names on musical instruments. They develop the skills they need to help them in their future learning. Older children are ready to move to school. They play 'classrooms' while at nursery, and staff support children to express their excitement and give reassurance for any concerns.

Children feel safe and secure. Staff support children to communicate their feelings through talking or creating pictures. They help children to recognise their emotions and teach them how to manage them, such as by practising yoga or cuddling a toy in the comfy corner. Children learn about children in other countries and help to plan activities to raise money for a linked nursery in Nepal.

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

- Leaders have developed a clear and ambitious curriculum. They prioritise children's communication skills along with their emotional well-being. Leaders know the needs of children across the cohort well, particularly disadvantaged children. They adjust their curriculum to meet children's individual needs.
- Leaders structure their curriculum to provide a sequential learning experience. They ensure that children acquire the foundational skills necessary for future success. For example, staff are knowledgeable about the physical development and skills that children need to learn. They provide standing table-top activities or large paper on the floor to help children to use their whole arm with control when making marks. Children go on to confidently use scissors to contribute to collective artwork, with staff helping them to practise precision in their fine motor skills.
- The special educational needs coordinator (SENCO) thoroughly understands each child with special educational needs and/or disabilities (SEND). They accurately assess and monitor children's progress and identify developmental gaps. The SENCO works closely with external agencies and makes sure that children receive the necessary support. Staff provide children with interventions and modified activities that help them to catch up with their peers.
- The development of literacy is a high priority for leaders and staff. They celebrate books and encourage children to use these across all areas of learning. Children recall important events from stories that they know during imaginative

play. They retell 'Goldilocks and the Three Bears', pretending that bowls of sand are hot porridge and saying, 'This is too hot for me!' Staff value children's emerging writing skills. They encourage children to read back what they have written, which helps children to know that their marks are meaningful.

- Staff know children's needs and interests well. They provide appropriate planning and activities that help children to make progress. Children become engrossed in activities, such as mixing corn flour and water to make slime. Staff provide children with new words to help them learn new language. However, occasionally, staff do not always challenge children when they find tasks easy, so they do not always learn to persevere when things get tricky.
- Staff have cultivated strong relationships with children. Children know that staff care about them and feel safe. They behave well and have learned to share and use good manners with others. Staff are proactive in supporting children, particularly those with SEND, who need individualised approaches to help them to manage their behaviour successfully.
- Leaders and staff have developed good partnerships with parents. Staff regularly communicate what children have learned during the day and share any concerns that they have about their development. They provide and facilitate parenting courses and work closely with external agencies to support families. Parents describe the setting as an 'extended family'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have cultivated a culture of safeguarding among staff. They know children well and are alert to the signs and symptoms that a child might be at risk of harm. They follow robust procedures and know what action to take and who to report concerns to. The premises are secure and children take an active role in ensuring that the provision is safe. They monitor the environment using a checklist and make appropriate changes with staff support. Staff are knowledgeable about the 'Prevent' duty and promote mutual respect towards others, particularly those who are different from themselves.

What does the setting need to do to improve?

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

- ensure that planned activities are challenging for children so that they make even more progress and learn to persevere when tasks are tricky.

Setting details

Unique reference number	EY499741
Local authority	Wiltshire
Inspection number	10298816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	45
Name of registered person	TNB Garrison Early Years and Play Committee
Registered person unique reference number	RP906629
Telephone number	01980 845262
Date of previous inspection	11 January 2018

Information about this early years setting

Larkhill Garrison Nursery registered in 2016. It is based at Larkhill, in Salisbury, Wiltshire. The nursery operates from 8am to 4pm, Monday to Thursday, and from 8am to 3pm on Friday, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff working with children. Of these, six staff hold relevant qualifications at level 3 or above. The manager and deputy manager hold qualifications at level 5.

Information about this inspection

Inspector

Jonathan Payne

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager, deputy manager and nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- 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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