

South Hills Burcombe

Wilton and Barford CofE Primary School, Burcombe Lane, Wilton, SALISBURY, SP2 0ES

Inspection date

Previous inspection date

11/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent. Staff have an exceptional knowledge of the Early Years Foundation Stage and how children learn. They plan highly innovative experiences across all areas of learning for children and as a result, children make excellent progress in their learning.
- Children are extremely well cared for by a team of staff who know them and their families exceptionally well as individuals. Staff foster children's emotional well-being impressively and children feel safe and secure.
- Clear and consistent assessment methods, together with highly effective monitoring systems, enable staff to quickly identify any gaps in children's learning and development, and provide extra support.
- Staff promote extremely effective partnerships with parents and other professionals, which contribute to helping them support each child to make rapid progress from their starting points.
- Children's behaviour is exemplary due to the staff's high expectations for all the children in their care. Staff make sure children can play and explore, are active learners and become critical thinkers, confidently making their own choices throughout the day.
- Management and staff continually evaluate and reflect on their practice to provide high quality provision and maintain constant improvement in outcomes for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed and spoke to children during activities, both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, the staff, and the headteacher of the adjoining school.
- The inspector sampled records and documentation, which included children's progress records and policies.
- The inspector took account of parents' views obtained in person.

Inspector

Sharon Palmer

Full report

Information about the setting

South Hills Nursery Burcombe registered in 2012. It operates from Wilton and Barford Church of England Primary School, Salisbury. The nursery is privately owned and is one of five settings the provider owns in the Salisbury area. There is an enclosed outside play area. The nursery opens each weekday from 9am until 3pm term-time only. There are currently 34 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery currently employs four members of staff, one of them has Early Years Professional Status, two hold relevant qualifications in Early Years and one is unqualified. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance children's exploratory experiences further, for example by providing accessible displays so that children can independently explore and investigate the displayed resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is outstanding. This is because the management and staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They are extremely skilled in providing a stimulating indoor and outdoor environment, which motivates children to eagerly learn through play and exploration, and they enjoy a good balance of self-chosen and adult-led activities. There is an extensive range of resources that staff organise thoughtfully to enable children to select them independently. For example, storage boxes are labelled with words and pictures, and there is a visual timetable train which shows the daily routine. This means that all children, including those learning English as an additional language, can see what is available to play with and when.

Children are happy and contented. They have a wonderful time engaging in a range of interesting and exciting play experiences that support their development across all areas of learning. Children thoroughly enjoyed exploring the sand, as they used problem-solving techniques together to discover what makes the best sandcastles. The adults supported children's learning successfully by using open-ended questions to foster children's communication and language during the activity. They gave children the opportunity to

explore the different textures and components that contribute to making the castle stand up. Children are allowed to come to their own conclusions, and are confident to tell the adults about what they need to do next time to make the perfect sandcastle. Staff plan a broad range of activities linked to children's interests, individual development and learning needs. Staff carry out activities in small groups on a daily basis. These focus on children's individual interests and development needs. For example, children concentrated on putting a foam number puzzle together. The member of staff talked to the children about numbers and sequencing. This type of activity helps to develop children's listening skills and language, co-ordination, and provides opportunities for children to work together. Staff use precise and consistent assessment methods to plot children's learning, enabling them to provide focused interventions to narrow any gaps in children's learning.

Staff promote children's language skills extremely well, by using a variety of recognised initiatives to encourage children's communication skills. For example, some children lack confidence in talking when they first start attending, or are learning English as an additional language. Staff have incorporated regular whole group sessions for children to discuss what they have been playing with during the morning and share their experiences. This gives the children the opportunity to develop their listening skills, language and concentration, and provides further opportunities to sing action songs and rhymes, again promoting a rich environment for language.

Partnerships with parents are excellent, and highly effective in supporting children's learning both in the nursery and at home. There is a wealth of information available to parents. This includes regular newsletters, text messages and photographs of the children enjoying activities. Staff place a high priority on children continuing their education at home and offer ideas for parents to extend their children's learning by offering resourced learning bags and a lending library of books. Parents are encouraged to share with staff their children's 'wow' moments and changing interests. Staff include parents' knowledge of their children in assessments. This contributes to staff knowing their key children extremely well as individuals, and helps them to provide the support children need to make excellent progress from their starting points.

Staff plan weekly outings to the attached school. Children have the opportunity to build up their confidence in the water as they regularly use the swimming pool. They access the school library and use the large playground to develop their physical agility by riding bikes and toy cars. These opportunities help to offer a smoother transition when children attend school, and to gain new skills that they may not have the opportunity to obtain. The staff consult with other professionals, including those of the local children's centre to identify children's individual needs, such as the speech and language team and health visitors. Key persons work vigilantly to achieve a collaborative approach to support children who may need additional help and support.

The contribution of the early years provision to the well-being of children

Staff are extremely caring and dedicated, they make an outstanding contribution to the emotional well-being of all the children in their care. The very effective key person system

enables children to develop trust and settle quickly in the friendly environment. The staff use the detailed information they gain from parents about their children's interests and background to help the children to feel comfortable and secure. Children have a strong sense of belonging as they see pictures of themselves and their artwork displayed in the nursery. The nursery celebrates festivals and events that represent the families and children that attend and introduces them to other cultures from around the world. Staff use this to teach children about the importance of acceptance of difference and diversity. Displays, resources and visual positive images throughout the nursery also contribute to children's awareness of themselves and others. However, one of the displays which consisted of various religious objects and books was displayed out of the reach of children. This meant that children could not explore the objects, and gain an even greater understanding about the wider world.

The nursery offers new parents play and stay sessions, where parents bring their children to join in sessions prior to starting the nursery. This helps children to become more confident in their surroundings and prepares them for their move from home to nursery. Therefore, they settle more quickly and feel safe and secure. Transitions on to school are equally well managed. Key persons prepare children for school by making sure they have all the necessary skills. Staff regularly take children into the school, for example to visit the library or swimming pool, and organise shared activities throughout the year. Staff accompany children to the school prior to them starting, and they invite the teaching staff to meet their new children in the nursery. A summative report, completed regularly with parents, contains detailed information regarding all aspects of the children's care and development to ensure continuity. This is shared with the school prior to children attending.

Staff are skilful at promoting children's awareness of their feelings and behaviour. They help children to recognise their emotions through well-planned activities and discussion. For example, by providing baby dolls to bath and celebrating the birth of siblings through discussion. Children were happy to tell everyone about the names of their new brothers and sisters. Children have developed their own golden rules for good behaviour and are rewarded regularly with stickers. Staff provide clear boundaries for behaviour, they regularly praise children for their effort and achievement, clearly stating what they have done well. Routines are consistent and this helps to promote children's confidence and self-esteem. Children have excellent opportunities to learn about safety and to manage risks. They thoroughly enjoy using the outdoor adventure playground equipment. This helps children learn to climb up steps, negotiate height, and how to risk assess and ensure their own safety on the balancing rope. Staff support children to manage risk effectively as they are encouraged to think about the dangers of walking towards each other on the wooden balancing rope or walking with a hat over their eyes. The outdoor area offers further opportunities to learn and explore through the designated planting space, the mud kitchen, water and sand play areas for sensory play experiences.

Children confidently move around the nursery making their own choices from an extensive range of resources, inside and outside. Children practise excellent routines for personal hygiene as they use the toilet and hand-washing facilities independently. They make choices from healthy options at snack time, such as fresh fruit and toast, and have the opportunity to pour their own milk or water. Children are also able to bring in a packed

lunch, or have a healthy dinner cooked by the school. This gives them the opportunity to be independent and experience meals that will be provided when they go to the adjacent school.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational. The manager and staff team have an excellent understanding of their responsibilities in meeting the safeguarding and welfare, and learning and development requirements. The dedication and highly effective working relationships within the staff team results in an exceptional nursery that is clearly aimed at supporting children to achieve their full potential. Staff have a particularly good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and being confident about the procedures to follow in the event of a concern. Staff complete comprehensive risk assessments and daily checks so that they provide a safe play environment. Monitoring accident and incident forms enable staff to identify any patterns so that they can take any appropriate action in order to protect children from harm. Extremely effective staff deployment means that children are very well supervised and effectively supported in their learning.

Staff keep their knowledge up to date through regular training and discussion. They share their practices and procedures regularly within the staff team. There are detailed policies and procedures which are shared with parents prior to children starting and these are also accessible on the nursery website. As a result, parents are well-informed about the provision. Robust recruitment and vetting procedures mean that all staff are checked for their suitability to work with children. The staff place a high priority on working together as a team, and processes are in place to ensure their continuous professional development. They embrace their assigned roles and happily complete specific training to aid them in their role. They also cascade their knowledge to further support the staff team. The manager monitors staff practice through supervision meetings and appraisals. In addition thorough tracking of children's progress helps to ensure that the manager and staff are fully aware of the progress children are making. Information collected is also used to identify any patterns in development across the nursery, for example gaps in learning between groups of children. The manager moderates all the monitoring and assessment of children's progress, ensuring that all children are making at least good progress. This demonstrates the team's passion for high quality care and education and this is continued through the use of the regular monitoring cycle to reflect on how they can improve children's learning, development and characteristics of effective learning. The nursery has gained an accreditation from the Bristol Standards to celebrate their on-going journey of self-improvement across the nursery.

Staff establish excellent partnerships with parents and other professionals. They supply detailed information about the nursery by way of written policies, regular newsletters and a wealth of displays. There is a comprehensive website so that parents can access information, such as policies and procedures. Parents are encouraged to attend the nursery's workshops and parents' evenings, to gain more information and contribute to

their children's learning journeys. Staff are proactive in finding out information from parents on a daily basis, this enables staff to plan for children's individual needs exceptionally well. Parents appreciate the support that they receive, especially if they have a specific concern. They value the regular communication and find staff to be friendly and know their children very well. Partnerships with other professionals are exceptionally strong and particularly effective in supporting children who have specific needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY445150
Local authority	Wiltshire
Inspection number	810665
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	South Hills School Limited
Date of previous inspection	not applicable
Telephone number	01722743901

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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