

Odstock Day Nursery

The Old School, Hommington Road, Odstock, Salisbury, SP5 4JA



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| Inspection date | 23 November 2016 |
| Previous inspection date | 5 June 2014 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Leadership is inspirational. The management team demonstrates an uncompromising commitment towards achieving excellence in all areas. Its systems for self-evaluation are highly reflective and continuous, reviewing all areas of practice to identify better and more successful ways of working.
- The emotional security, confidence and high level of well-being that children show within this nursery are exceptional. The highly responsive child-led approach that the staff implement is extremely effective in sensitively supporting all children's needs.
- Children eagerly participate in a wide and exciting range of well-planned and freely chosen learning opportunities, and they guide much of their learning themselves. Staff proficiently follow children's lead and facilitate their ideas and suggestions excellently. Children are highly motivated, eager to explore and develop a real thirst for learning.
- Children of all ages develop their physical skills excellently in the inspiring outdoor areas. Staff ensure every aspect is meticulously considered. Babies excitedly crawl and investigate, relishing the low-level sensory activities they encounter.
- Staff build excellent links with parents and other settings children attend. They have in-depth discussions to ensure children's needs are always fully met. Parents contribute to the initial assessments of children's development and regularly meet with staff to review their children's learning and progress.

What the setting needs to do to improve further

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

- continue to refine the systems for assessing children's learning, including groups of children, to develop practice even further.

Inspection activities

- The inspector observed activities in all of the play rooms, the outside learning areas and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability checks and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff implement the rigorous procedures and risk assessments very efficiently to ensure children receive the best possible care and are kept safe. The aspirational management team enables staff to maintain and build significantly on their skills with a very close focus on training and professional development. They implement an effective recruitment process, thorough inductions, regular in-depth staff supervisions, and monitoring of practice to ensure the high quality teaching that children receive. Assessment of children's progress is scrutinised to identify any gaps in children's learning. The management team is aspiring to enhance these systems to analyse the progress of groups of children more closely to advance practice even further.

Quality of teaching, learning and assessment is outstanding

Staff are enthusiastic and consistently maximise every opportunity to support children to make rapid progress. Older children experiment with the unique properties of natural items, such as sticks and clay. Staff skilfully ask questions to inspire children to think critically. Children talk about the clay being like glue and link to previous experiences as they explore making birds' nests. Babies' emerging vocabulary, listening skills and attention develop rapidly. For example, they skilfully find toy animals that link to those in a story. They make animal noises and mimic the sounds of animal names offered to them. Key persons are proficient in tailoring their planning and maintain an extremely sharp focus on each child's learning needs and styles.

Personal development, behaviour and welfare are outstanding

Children relish the opportunity to develop their independence, such as clearing their plate after their lunch. Close supervision and minimal support from staff mean that even very young children and those who require extra support develop remarkable self-help skills. Staff provide plenty of praise for effort and this sustains children's sense of achievement significantly. Behaviour is exemplary throughout the nursery. Older children spontaneously take turns or invite others into their play. They form close friendships and learn very useful social skills. Many aspects of children's learning are self-initiated due to the immense freedom to choose resources for play. This reflects the ethos of the nursery to encourage self-reliance, enabling children to flourish from an early age.

Outcomes for children are outstanding

All children, including those who have special educational needs or disability, make exceptional progress. Any gaps in children's development are closing quickly. Babies' and children's self-esteem is developing superbly. They are motivated and confident to initiate activities and develop their skills. They have very positive attitudes towards learning and trying new experiences. Children have the confidence and skills they need for school.

Setting details

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| Unique reference number | EY473801 |
| Local authority | Wiltshire |
| Inspection number | 1069987 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 52 |
| Number of children on roll | 86 |
| Name of registered person | Bourne Valley Nursery School Limited |
| Registered person unique reference number | RP902927 |
| Date of previous inspection | 5 June 2014 |
| Telephone number | 01722 323252 |

Odstock Day Nursery, near Salisbury, registered in 2013. The nursery employs 15 members of staff who work directly with the children. Of these, 13 hold early years qualifications ranging from level 3 to level 6, including two staff with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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