

Inspection of Kindred Winterbourne Earls

Bourne Valley Nursery School, Winterbourne Earls, SALISBURY SP4 6HA

Inspection date: 13 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are safe and secure and build strong relationships with staff. They arrive happily, settle quickly and seek comfort from staff when needed. Parents comment that staff work hard to help them feel 'connected' when their children are at nursery. Children have a can-do attitude and show high levels of concentration and engagement. For example, they listen intently as staff read stories, and they use pipettes to carefully mix colours.

Children are imaginative. They pretend to be firefighters and work together to put the 'fire' out. Staff are patient and supportive. They encourage children to share their ideas. Children feel valued and they are confident and independent. Staff plan exciting activities and use questions skilfully to encourage children to solve problems. For example, children persevere to find a way to make their flowers stand up in their play dough nests.

Children behave well, make friends and are kind and caring. Staff are very good role models and they support children to deal with any disagreements that arise effectively. Children learn to negotiate with others. For example, when they cannot move a bicycle up a hill, they decide that one child will get off and help to pull it up.

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

- The curriculum is ambitious and well-structured. It provides children with exciting and meaningful teaching and learning. The manager has a very good knowledge of child development and theories of learning, which she shares with staff. This helps to ensure the quality of teaching is good and that children achieve their potential.
- Staff support children's personal, social and emotional development well. Children learn to cooperate with others and are confident to actively explore the nursery.
- Staff skilfully support children with special educational needs and/or disabilities (SEND). They adapt the way they communicate to support non-verbal children, for example using visual cues and Makaton. Managers and staff work effectively with parents and other professionals, such as the early years inclusion officers and specialist SEND settings, to ensure all children make good progress.
- Effective planning, monitoring and assessment of children's development ensure they are ready for their next stage of education, including school. Any gaps in learning are identified and plans put in place to support children to reach their next steps.
- Staff extend children's vocabulary and model language well. For example, older children use words such as 'long' and 'empty' as they fill containers with mud

and explore with loose parts. Babies explore confidently and staff narrate their play to help them learn language.

- There are many opportunities for children to develop their physical skills. They ably climb, balance and ride bicycles. They learn to take risks, setting up balancing courses with crates and climbing trees. Older children develop their small-muscle skills using pipettes, tweezers, writing tools, digging tools and manipulating play dough with their hands.
- Leaders and managers show integrity in their allocation of additional funding. A sensory room has been created and ballet classes with external teachers are delivered every week. This creates a calm space for children with SEND and provides opportunities for all children to express themselves creatively through movement.
- Leaders and managers have effective self-evaluation processes and work with staff to continually improve the setting. A working group has been organised to plan and extend the main garden area and to encourage more learning to take place outside. The forest garden is also being developed to include a sensory area. This will provide additional support for children with SEND.
- The well-being of staff is a priority for leaders and managers. Staff say that they feel well supported. There is a robust system for staff development, which includes a thorough induction, regular supervision sessions and yearly appraisals. However, on occasion, some staff do not follow expected procedures in the baby room for children's sleep, and pre-school children do not always receive the support they need to recognise and manage their feelings.
- Parents speak very highly of the nursery. They say that they are kept well informed about their children's development and care routines through an online app as well as through meetings and reports.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge regularly. They have a good understanding of the potential signs and symptoms of abuse, including exposure to extreme views, domestic abuse and possible concerns about the behaviour of a colleague. Staff and leaders know where to report concerns about a child's welfare. Appropriate arrangements are in place to assess the initial and ongoing suitability of staff. Children with dietary requirements and medical needs are well supported and appropriate measures are in place to deal with emergencies. Staff record accidents effectively and managers monitor these and take effective action to minimise risks.

What does the setting need to do to improve?

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

- ensure staff receive appropriate training to manage some inconsistencies in practice.

Setting details

Unique reference number	EY397174
Local authority	Wiltshire
Inspection number	10220900
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	0 to 4
Total number of places	117
Number of children on roll	114
Name of registered person	Kindred Education (Wiltshire) Limited
Registered person unique reference number	RP902927
Telephone number	01980611766
Date of previous inspection	20 September 2016

Information about this early years setting

Kindred Winterbourne Earls registered in 2009 and operates from a converted village school premises in the village of Winterbourne Earls, near Salisbury. The nursery is open each weekday between 7.30am and 6pm, all year round. It closes for two weeks at Christmas and on public bank holidays. The nursery employs 22 staff. The majority of staff hold childcare qualifications, including one who holds qualified teacher status. The nursery is in receipt of funding for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Large

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022