

Inspection of Finkley Hudson's Field Nursery & Preschool

154 Castle Road, SALISBURY SP1 3SA

Inspection date: 4 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy arriving and receiving a warm welcome from staff. The provider has developed a broad and rich curriculum that helps children connect with members of the community through visits to local care homes. Children also benefit from lots of physical activity and fresh air. They go for walks in the field, engaging with nature. Children use their muscles and practise balancing as they climb challenging and purposefully awkward shapes, such as old, large tractor tyres. Staff build children's love of books by reading them regularly throughout the day. Younger children benefit from staff sharing action songs with them, while older children develop their confidence to use tools to draw with increasing accuracy, taking care of the pictures they draw. Children use chalk outside to write letters from their names that they recognise.

Children enjoy learning social skills by engaging in role play as they negotiate with one another to follow the rules of the road they have made. They play with ride-on pedal tractors together while collecting cones, which they put into their trailers and deliver around the outdoor environment. They stop at traffic lights that children have set up and follow their instructions. Children feel safe and supported. They respond well to staff instructions and confidently play with their friends.

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

- The provider's curriculum is ambitious for all children. The provider values children's ideas and finds out what they would like to learn about, planning ideas they are interested in. In addition to this, the provider also consults with parents and takes their views into account. For instance, children say they enjoy learning about 'jungles' and using their imagination. Staff use these ideas to plan learning that incorporates the children's interests and provides them with learning intentions that support their ongoing development.
- The key-person system supports children's learning and development effectively. Staff know children well, identifying next steps that align with the curriculum. The provider supports staff with effective systems to ensure staff know what children need to make progress. Staff are positive and enthusiastic in interactions supporting children's learning, emphasising the importance of foundational education. Staff identify appropriate next steps that support children's development. Children receive the individual attention they need to make good progress from their starting points.
- Children's communication and language are good. Staff support babies and children by modelling vocabulary well, reading and sharing stories and singing songs. They foster a love of learning through their enthusiasm and skill in reading aloud and discussing details in the pictures they see.
- Staff interact well with children, engaging them by writing numerals on the

ground and encouraging them to count along. Children take pleasure in copying and calling out numbers. Staff assist them in understanding the meaning of numbers by challenging them to hop for the number they have written.

- The provider accurately identifies what it does well and areas to improve. It takes appropriate action to bring about improvements. Leaders are committed to supporting staff in making continual adjustments to ensure a more effective learning environment. However, some children wait too long during some routines of the day, such as getting ready when moving between indoors and outdoors activities, and do not have the skills to get ready independently.
- Children's behaviour is good. Staff support their positive attitudes through friendly interactions, discussions and mutual respect. Children's behaviour during snack and mealtimes is polite, and they take turns to share food. However, occasionally, when staff are teaching, they do not consistently reinforce expectations to support children's good listening or remove distractions to aid concentration. As a result, some children do not develop the skills to listen and maintain their focus.
- The provider has established effective partnerships with parents. Staff regularly communicate with them when they pick up children and through organised parents' evenings. They share detailed updates on children's development. The provider addresses any concerns about children's progress and explains the support they provide. Parents express confidence in the attentiveness and dedication of staff regarding their children's development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the routines of the day so that children can continually learn the skills they need to be independent
- support staff to make sure that expectations of children's behaviour are clear when teaching them so they can develop the skills to sustain their concentration and focus.

Setting details

Unique reference number	2739746
Local authority	Wiltshire
Inspection number	10382810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	82
Name of registered person	Amanur Limited
Registered person unique reference number	2630069
Telephone number	01722416282
Date of previous inspection	Not applicable

Information about this early years setting

Finkley Hudson's Field Nursery & Preschool was registered in August 2023. It is based in Salisbury, Wiltshire. The setting opens from 7.30am to 6pm, Monday to Friday. There are 17 staff members employed to work with children. Two hold a level 6 qualification, ten hold a level 3 qualification, one holds a level 2 and four are unqualified. The setting offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector and the deputy manager carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2025