

Inspection of Kindred Odstock

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

Inspection date: 15 August 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Leaders have created a curriculum that focuses on the three prime areas of learning. This helps children to build secure foundations prior to starting school. Staff support children's physical development well. For example, babies relish in the space to run, developing their stability, and younger children refine their balance on the stepping blocks. Babies demonstrate confidence in their emerging communication skills. Staff use clear sounds, key words and repetition, such as 'baa, sheep', as babies explore farm animals. This helps develop vocabulary from an early age. Children are confident communicators. Staff foster children's critical thinking and problem-solving skills effectively, particularly for older children. They use phrases, including 'lets test it out' and 'I have a good idea', as they excitedly work together to build a road using loose parts. Older children demonstrate good early mathematics skills as they use measuring tapes to measure their cars. Children hold out the tape and say 'five metres, six metres'. Staff gently correct children and discuss centimetres, helping them to fully understand new concepts.

Staff provide a safe and welcoming space. The well-established key-person system helps children to settle and form secure attachments. Babies cuddle up with staff and thrive from caring relationships. Staff implement respectful care practice and are kind and respectful. For example, they seek children's consent before they wipe their faces or change their nappies. Staff use gentle approaches when helping children to solve problems. They encourage discussions about how children are feeling and what they need if they become frustrated. This helps children to begin to self-regulate their emotions and feelings.

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

- Children have access to free flow between inside and outside, positively impacting those children who prefer to learn outside. Staff plan activities that they know children will enjoy. Outside, younger children take part in a bug hunt and excitedly share when they have found a bug. However, on occasion, planned activities are not precisely targeted to children's individual learning needs. As a result, opportunities to build on children's learning are not as focused as they could be to help children make even better progress.
- Overall, interactions between staff and children support progress overtime. However, at times, staff do not recognise and respond to spontaneous learning opportunities that arise. This means, occasionally, children wander and spend extended periods without meaningful interactions from staff. Consequently, these children are not fully engaged in purposeful learning.
- Staff place good focus on developing children's early literacy skills. Babies explore musical instruments and sounds, smiling at each other happily. Staff help older children develop their awareness of letters and sounds as they begin to

link sounds to words, for example 'd for down'. Staff extend this by supporting children to form letters in the sand using their fingers. This helps to prepare children for their transition into school.

- Staff teach children about being healthy and promote children's independence skills well. Staff support children to pour their own drinks and self-serve their lunches. Staff take time during mealtimes to help children begin to distinguish between healthy and unhealthy foods. Furthermore, younger children begin to learn about growing their own fruit and vegetables. Staff teach children about the importance of good oral health from an early age. This supports children's health and well-being.
- Children benefit from visitors to the setting and engage in various opportunities to learn about the community they live in. For example, a farmer visited with a calf and children learned about the different animals on a farm. Staff help to widen children's awareness of culture and diversity. For example, while learning about India, they enjoyed a visit from a Bollywood dancer. This deepens children's understanding of similarities and differences.
- Dedicated and knowledgeable leaders have clear goals for the setting. They use self-reflection to monitor the quality of the provision closely, helping to identify and focus on improving outcomes for families. Staff feel well supported, both personally and professionally. They attend regular training to support the improvement of practice. For example, a recent 'day of play' training, supports staff to provide more opportunities for non-mobile babies to engage in play.
- Parents comment positively on the care the patient, kind and caring staff provide their children. They report the communication is strong and staff share regular updates with parents about their children's progress. Parents feel involved in their children's learning. Additionally, staff share resources with families to support home learning opportunities. For example, they set the 'summer challenge', including pebble painting. This supports the continuity of children's learning between home and the setting.

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:

- refine the curriculum to more precisely target children's individual next steps, helping to maximise their learning
- support staff to consistently recognise and respond to spontaneous learning moments to help build children's focus and engagement in their learning.

Setting details

Unique reference number	EY473801
Local authority	Wiltshire
Inspection number	10414974
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	60
Number of children on roll	103
Name of registered person	Kindred Education (Wiltshire) Limited
Registered person unique reference number	RP902927
Telephone number	01722 323252
Date of previous inspection	22 November 2022

Information about this early years setting

Kindred Odstock registered in 2013 and is located near Salisbury. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery employs 14 members of staff who work directly with the children. Of these, one holds a qualified teaching status, one holds a relevant level 5 qualification, seven staff hold early years qualifications at level 3, two staff hold qualifications at level 2 and there are three unqualified staff. The setting offers government-funded places.

Information about this inspection

Inspector

Chelsea Woollard

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.
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector and the management team to discuss leadership.
- 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.

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