



Blue Windmill

Inspection report for early years provision

Unique Reference Number	EY264544
Inspection date	31 January 2007
Inspector	Mark Evans / Anne Archer
Setting Address	Addison Road, Bilton, Rugby, Warwickshire, CV22 7DJ
Telephone number	01788 571393
E-mail	bluewindmill.nursery@tiscali.co.uk
Registered person	Blue Windmill Childcare Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Blue Windmill operates from purpose built premises in the grounds of St Oswald's Primary School in the New Bilton area, close to Rugby town centre. It offers full day care for children aged under eight years and this includes before and after school and holiday care. Children over the age of eight years may attend the out of school provision. The setting is open from 08:00 to 18:00, Monday to Friday all year round, except for public holidays.

The self-contained building comprises of four accommodation rooms, including a kitchen, an office, staff room, toilet areas and enclosed outdoor play space. The setting currently has 104 children on roll, of whom, 21 are funded for nursery education. The setting supports children with special educational needs and those who have English as an additional language.

The staff team consists of 12 childcare staff, of whom, 11 have relevant childcare qualifications.

The nursery is supported by the local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children keep healthy because the nursery environment is maintained in clean condition. Well-planned daily routines help children to learn about the importance of good personal hygiene. For example, they wash their hands after toileting and before eating to prevent cross-infection and use toothbrushes and toothpaste to maintain dental hygiene. Children have good access to child-height toilets and washbasins and this helps them to be increasingly independent in their personal care. Good procedures and practice help sustain sound levels of hygiene and help to prevent the spread of infection, such as staff consistently wearing disposable gloves and aprons for nappy changing; visitors wearing shoe-covers when indoors and fresh bedding being provided each time a child needs a sleep. Staff have relevant first aid training and first aid equipment to enable them to respond appropriately to children in the event of an accident. However, there are some omitted details for recording the administration of medicines, which does not ensure continuity in dispensing of these and potentially compromises children's health. Children's well-being is fostered because there are clear arrangements with parents for the care of children who are unwell and for emergency treatment.

Children benefit from a healthy diet. They enjoy nutritious meals and snacks, which are balanced and varied. Children have foods that meet with their dietary requirements to ensure that they remain healthy. Babies and young children have suitably prepared foods, as agreed with their parents, and eat and feed at times according to their needs. For example, younger children may have their meal earlier than others or may have their food later because of needing a sleep over the lunch-time period. Younger children are regularly offered drinks and older children can access drinks throughout the day. Children have healthy snacks that include fruit and savoury items and begin to understand the reasons for good diet. For example, a staff member asked 'why do we eat vegetables?' and children answered, 'to make us big and strong'. Older children use opportunities to clean and prepare tables before eating and to serve and pour snacks and drinks for themselves and others. When wiping the table with a cloth, children said, 'we have to have the table clean before we can eat'.

Staff use the 'Birth to three matters' framework to provide a good range of physical play experiences for babies and children under the age of three. They are able to rest and be active according to their needs. Children following the Foundation Stage develop their skills as they take part in a variety of daily physical activities. They regularly play outside throughout the year and take part in music and movement activities indoors. Most children can negotiate obstacles and each other as they pedal around on tricycles; they are able to climb and balance on apparatus and they enjoy participating in action songs and group games, such as lifting and dropping a large parachute and coordinating its movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery building is welcoming to children and parents and has displays of children's art work and information for parents to read. Children experience a well-presented, light and airy premises that is in good condition. This gives them warm and comfortable accommodation areas and a safe environment for their care and play. Children's risk of accidental injury is minimised by staff awareness of any potential hazards and through supervision. For example, they ensure security of the building by vetting all visitors and use of pass codes. Written risk assessments are completed and reviewed to help reduce risk and keep children safe. However, there is some ivy growing in the outdoor play area, which is potentially hazardous to children.

Children use a wide range of safe, good quality and developmentally appropriate resources. These are well-organised in child height storage units to encourage some independent access. Children have understanding of safe practices, for example, staff encourage them to tidy away toys and equipment, they talk about road safety on trips out and include children in evacuation practises. This helps children to take responsibility for keeping themselves and others safe. Children's welfare is safeguarded because staff have good knowledge of child protection issues and procedures and are aware of the setting's written procedures and guidance charts.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery. Babies and young children receive cuddles and supportive contact and have good relationships with staff. This increases their sense of security and well-being. They benefit from routines that are consistent with their needs at home. This is supported by regular discussion with parents and sharing of care records, such as feeding needs, sleeping patterns and activities they have experienced. Effective use of the 'Birth to three matters' framework gives babies and young children the experiences they need to develop and progress. Staff use their observations of what children can do to plan for what they could usefully do next. They have a good understanding of the range of opportunities that enable babies and young children to learn and develop; to gain a sense of self; to communicate; to be creative and be healthy. For example, sensory areas are provided, which include mirrors, textured materials and items that have sound and colour. Babies develop early communication as they interact with staff who respond to their sounds and actions during play. Children between the age of one and three are confident in their relationships with practitioners. They begin to play happily with each other and with adults and they enjoy using natural materials, puzzles, small world play, books, role play and outdoor equipment.

School aged children who attend the out of school provision enjoy a varied range of activities. They can influence what they do and make suggestions about their play. Older children are encouraged to respect the needs of those who are younger so that they are settled and able to participate.

Nursery Education

The quality of teaching and learning is satisfactory. Most children are confident learners and often access activities independently. Pre-school room staff plan activities linked to the six areas of learning, taking account of the theme or topic, which is currently 'hot and cold'. Staff make regular observations of children as they participate in activities; they place these in each child's record of achievement and use them to make a termly assessment of children's learning and share with parents. However, the observations and assessments are not used to plan for individual children's next steps in learning and the planned activities do not offer sufficient challenge to all children. Some staff have developed excellent skills to enable them to support and extend children's learning through questioning to make them think through consistent behaviour management and through encouraging children to share and take turns. However, children miss out on learning opportunities when this support is not available.

Children are happy, enjoy coming to the nursery and show a positive attitude to learning. Most are confident and play on their own and with others. Children behave well, are starting to accept responsibility for their actions and show an awareness of right and wrong. Children are involved and engaged in a range of developmentally appropriate activities. Most are keen to offer their ideas and respond well to new activities.

Children have opportunities to use their imagination as they participate in role play, often based on first hand experiences. For instance, when a child ran out of tomatoes when making breakfast, other children said 'don't worry there is plenty of bread'. They participate in adult led art and craft activities and have some opportunities to use their imagination. Children display emergent writing skills when writing luggage labels for their holiday suitcases. Most children are confident speakers and offer their opinions readily such as when talking about suitable clothing to wear in hot and cold weather. Children are learning to recognise their own name cards and enjoy looking at books and listening to favourite stories such as 'The Tiger That Came To Tea'.

Most children are able to count by rote and some children are beginning to solve simple number problems, such as the child who put together three number one numerals and counted to three. Children learn about shape and size and measure during practical activities. They develop an understanding of the world when they participate in activities relating to the seasons for instance and when they learn about practices in cultures different from their own, such as Diwali and Christmas. Children are learning to operate the computer mouse and have opportunities to use headphones with the audio equipment.

Helping children make a positive contribution

The provision is satisfactory.

Children and parents are welcomed into the setting by friendly staff members. Staff have positive relationships with parents. They discuss the children each day and written information is exchanged daily to support the care needs of babies and younger children. This develops sound levels of continuity in care for the children. Parents receive some basic information about the setting, although this is limited and does not ensure that they are fully informed when initially placing their child at the nursery.

The special educational needs coordinator has suitable knowledge and training for her role. Children with learning difficulties and/or disabilities are helped to integrate and progress within the setting because there are suitable links with parents and relative agencies. Children have access to a satisfactory range of resources and books that promote diversity and they engage in some activities that develop their awareness of people from the wider community, such as celebrating Diwali, Honokaa and the Chinese New Year.

Children are well-behaved and cooperative and they have good relationships with staff and their peers. Staff use simple displayed rules and pictures in the nursery to help children remember agreed behaviour within the setting. Children are involved in activities that help them to share, take turns and be fair with each other. For example, those attending the after school club use a system of logging their names on a list to take turns for using a games console. Children become confident and willing to be fully involved in activities because staff praise them for their achievements and attitude, which supports their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children in receipt of funded nursery education are welcomed into the pre-school room by supportive staff and they seek out parents' views on their children's needs and interests to help them settle. However, the written information that parents receive about the nursery education programme is basic and this restricts opportunities to be more involved in the programme. Parents have termly opportunities to meet with their child's key worker to look at their child's developmental records and hear about how their child is progressing. This is in addition to the daily verbal exchange of information that takes place when parents collect their child. Information is also shared through a monthly newsletter, which encourages parents and children to bring in items that are linked to curriculum topics. A home reading scheme has recently been introduced to encourage parents to get involved in their child's learning. Each child is able to select a book to take home to share with their parents and siblings.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of space and resources and these enable children to make some choices and decisions about their play. The rooms are laid out to maximise play opportunities for the children. Staff are effectively deployed and children have some individual attention, which supports their relationships and sense of security. An operational plan is in place, which includes written policies and procedures that are designed to support children's well-being. These are reviewed, with some involvement of staff, to help with awareness and consistency in practice. However, some aspects of documentation and vetting of new staff are not in place and do not fully safeguard children's welfare.

Leadership and management is satisfactory. The nursery owner uses advisors from the local authority and elsewhere to support her in assessing the strengths and weaknesses for the provision of the Foundation Stage, in addition to occasional observations made by herself and her deputy. However, although this shows some commitment to improvement, the managers do not have fully effective involvement in monitoring the nursery education. Staff development is progressed through appraisal meetings and additional individual meetings with managers.

These meetings help to assess their performance and training needs. Overall, the provision meets the needs of the of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to keep a record, signed by parents, of medicines administered to children; to increase the range of books available to children and to develop the range of resources promoting diversity. The setting maintains medication records, however, this is not fully addressed and is raised as a recommendation at this inspection. There are a good range of books available throughout the setting for supporting children's enjoyment and learning. Resources that promote children's awareness of diversity are satisfactory and this is also supported by activities that link to various cultural and religious events.

Complaints since the last inspection

Since the last inspection in July 2004 there have been three related complaints requiring actions.

Ofsted received concerns regarding staff to child ratios, interaction between staff and children, behaviour management practice and provision of food. These concerns related to National Standard 2: Organisation, National Standard 3: Care, learning and play and National Standard 8: Food and drink. Ofsted investigated by undertaking unannounced inspections. The provider detailed in writing how they would meet agreed requirements which were monitored at a later inspection. The provider remained qualified for registration.

Concerns were again raised regarding interaction between adults and children, provision of dietary requirements and also agreements with parents. These concerns relate to National Standard 2: Organisation; National Standard 3: Care, learning and play; National Standard 8: Food and drink and National Standard 12: Working in partnership with parents and carers. Ofsted wrote to the provider requiring a written response to these concerns. The provider detailed in writing the steps taken to meet the relevant standards and the provider remained qualified for registration.

Ofsted received further concerns relating to adult to child ratios and interaction of staff with children; condition of premises and safe access to resources; children's individual hygiene and health needs; provision for a child's special needs; behaviour management and confidentiality. These concerns relate to national Standard 2: Organisation; National Standard 3: Care, learning and play; National Standard 4: Physical environment; National Standard 5: Equipment; National Standard 6: Safety; National Standard 7: Health; National Standard 10: Special needs; National Standard 11: Behaviour; and National Standard 12: Partnership with parents and carers. Ofsted made an unannounced investigation and actions were agreed. Ofsted made a subsequent unannounced visit to review the provider's response to the actions and found that these were in place. The provider also outlined plans to further improve the quality of the childcare provision. The registered person remains qualified to provide day care.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all details are recorded for medicines administered to children and that each entry is signed by the parent
- review written risk assessments to include any potentially hazardous plants growing in children's outdoor play areas
- make sure that parents are provided with information, which includes details on the setting, the types of activities provided for children and the provision of nursery education (This also applies to Nursery Education)
- ensure that recruitment vetting procedures are rigorous and robust.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use observation and assessment to plan the next steps in individual children's learning and ensure that activities provide sufficient challenge for all children to make progress
- ensure that less experienced staff implement the learning intentions for planned activities
- continue to develop and implement a system to effectively monitor and evaluate the provision for nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk