



## Windmills Special Needs Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	113835
<b>Inspection date</b>	12 December 2006
<b>Inspector</b>	Chris Mackinnon
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<b>Registered person</b>	Windmills Special Needs Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Windmills Special Needs Playgroup opened in 1984. It operates within Sheddingdean Hall located in Burgess Hill, West Sussex. Children have access to an enclosed outside area.

There are currently 16 children aged from two to under five years on roll, including four funded three year olds and six funded four year olds. The group is run as an educational trust and attendance at the group is by referral from the child's doctor, health visitor or social services.

The group opens four days a week, Tuesday to Friday, during school term times. Sessions are from 9.45 am until 12.15 pm. Five part-time staff work with the children and more than half the staff have appropriate early years qualifications and special needs training.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health and vitality is well supported by staff using successful procedures to meet the children's physical and nutritional needs. Consistent adult support helps children to be clean and gain an effective understanding of hygiene. Children are encouraged to tidy-up and use toilets independently. Staff encourage and support children in being active and to enjoy a wide range of physical activities. Children have fun exploring the larger play equipment within the setting and enjoy inventing their own games and play. Children have healthy snacks and fresh fruit and learn about different types of foods. Food preparation activities are a regular feature in the learning programme and children with individual dietary needs are supported. The range of organised physical activities for funded children is well planned to support healthy growth and confidence, with a wide range of activities provided indoors and outdoors. Staff encourage children to be physically active and to enjoy healthy development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy playing in a spacious and well organised setting. Children move freely and safely between activities and explore a bright and welcoming play and learning environment. Children have access to a safe and enclosed outdoor play area which is used regularly. Staff take care to ensure all required safety features are in place and the security of the setting is well organised. A full and attractive range of resources is provided for all ages of children attending. Children enjoy using maths, assembly and role-play materials and a good range of resources is provided to support the care and learning of special needs children. A good and safe range of outdoor resources is also provided. A wide selection of suitable books and reading material is available to interest and stimulate children's ideas and use of words. Staff are skilled at supporting children's use of resources and can adapt resources to meet the needs of individual children. Staff are experienced and trained and have a good awareness of the need to safeguard children at all times. The setting has clear written procedures and guidance to support staff in ensuring children's welfare is protected.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children achieve easily and enjoy a wide range of stimulating experiences, well supported by the setting's effective play and learning programme. Children's activities are successfully planned and organised to ensure children are involved and occupied. Children's confidence and skills are well encouraged by close adult interactions and support. Children have challenging and creative art-craft activities and also extend their skills by exploring a well prepared range of assembly toys, maths and counting resources. Children are encouraged to be inventive and create their own role-play, with many opportunities for physical games and activities provided. Staff follow clear learning themes with the development of children's language and communication a strong feature. Regular reading and story-time sessions and access to

computers and technology toys also feature in the learning programme. Children have much fun during expressive play with dressing-up, singing and using musical instruments. Staff encourage children's interests and are able to adapt resources to extend play and learning. Staff challenge and question children to encourage their ideas and development. Individual children are well supported by a staff key-worker system and by observing and recording activities, staff help children to enjoy their learning and make progress.

The quality of teaching and learning is good. Children follow a well planned and clear learning curriculum that provides a range of challenging activities for children over a range of abilities. Clear observation and recording of children's activities informs the staff's continual assessment of individual children's progress. Staff have a clear and confident knowledge of the foundation stage. During set learning activities and in general play, staff are able to extend children's development within all learning areas. Good use of language and words forms a strong part of all the children's learning within the setting, with many opportunities also taken to explore counting, sizes and colours. Staff work closely with individual children to support their learning needs and children are encouraged to explore their feelings and recognise emotions. Staff are confident in allowing children to initiate and develop play and listen well to children's own ideas. Children are encouraged to be expressive and to learn while exploring a stimulating range of resources.

### **Helping children make a positive contribution**

The provision is good.

Children are made welcome at the setting and are encouraged to join in and play together. Children have key-workers who give close support and help them feel part of the group. Children learn to share and are encouraged to be friendly and help each other, which helps to foster their spiritual moral, social and cultural development. Children are closely guided and prompted by staff to care for each other and their surroundings. Children attend with a range of special needs and staff give close consideration to planning and organising individual children's care. Staff are trained and experienced in providing special needs care and children's communication and developmental needs are successfully supported. Staff manage children's behaviour confidently and are able to work positively with children to encourage social and emotional development.

Children are encouraged to learn about each other and the wider world. A range of resources and activities are available within the setting to reflect diversity and help children's understanding of other cultures. A range of festivals, themed events and visitors to the setting widens the children's interests and awareness of their community.

Parents have access to the setting's clearly written policy and guidance documents. Parents are given clear details of the children's activities and learning programme. Parents have access to the setting's written complaints policy but the written record of complaints is not clearly organised. Staff keep clear information on individual children's achievements and ensure parents know how their child is progressing. Parents are closely supported by staff and parents may visit or stay with their child at any time. A regular newsletter keeps parents up-to-date with the setting's events.

The partnership with parents is satisfactory. The setting works together with parents to support their children's care and development. Clear information is provided for parents on children's individual learning achievements and progress through the learning stages. Parents have access to information on the setting's early learning programme and all six areas of learning are appropriately described. Parents have sound links with staff and their children's key workers but opportunities are missed to encourage parents to extend their children's learning at home. Parents also have access to a notice board where they can find information on the current play and learning themes and regular events within the setting. Parents can visit the setting and may work with staff to support their children's development and early learning.

## **Organisation**

The organisation is good.

The setting has plenty of space and children enjoy a well organised and stimulating play environment. Staff take care to prepare a variety of play areas so that children can choose different activities. Children enjoy the many opportunities provided to be expressive physically and to explore a wide range of interesting play and learning resources. Staff are deployed effectively to supervise and support children in achieving and having many positive experiences. Staff are supportive of each other and communicate well, with a key-worker system in place to ensure individual children are fully supported. Staff are well trained and experienced and the setting is active in promoting staff development.

The setting has clear and well maintained record keeping. A recently improved set of written policies and staff guidance documents ensures the safe and efficient management of the setting. Clear and detailed information is kept on individual children's learning progress and staff provide parents and carers with clear information on the setting's activities and learning programme. The setting meets the needs of the range of children for whom they provide.

Leadership and management are good. The setting has an established staff team who are confident and able in supporting the funded children's learning. A well balanced and effective learning programme ensures the children's activities are focussed clearly on learning and achievement. The staff team are calmly and confidently guided by an experienced supervisor, who leads staff successfully in organising the observation and recording of individual children's learning progress. The effectiveness of the setting's learning programme is continually assessed by the staff team who also consult to identify strengths and areas for development. Staff place a strong emphasis on meeting individual children's learning and development needs.

## **Improvements since the last inspection**

The setting has fully met the recommendations made at the last inspection. Repairs made to the outside area fence help children to stay safe and the up-dating of all policy documents has improved the setting's organisation.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 good.

### **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 the written record of complaints is clearly organised

#### **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):

- develop methods to encourage parents to continue their children's learning at home

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](http://www.ofsted.gov.uk)