

Windmill Nursery

Inspection report for early years provision

Unique Reference Number	154414
Inspection date	26 April 2007
Inspector	Susan Jennifer Scott

Setting Address	London Road, Stone, Dartford, Kent, DA2 6BA
------------------------	---

Telephone number	01322 229393
-------------------------	--------------

E-mail	
---------------	--

Registered person	Windmill Nursery
--------------------------	------------------

Type of inspection	Integrated
---------------------------	------------

Type of care	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.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Windmill Nursery opened in 2001 after moving from premises nearby. The setting operates from a single storey unit within the grounds of Brent County Primary School, in Dartford. It is managed by a committee of parents and serves a diverse urban area.

The nursery is registered to care for up to 25 children between the ages of two to five years. There are currently 55 children from two to five years on roll. This includes 53 funded three and four year olds. Children attend for a variety of sessions. The setting supports several children who speak English as an additional language and welcomes those with learning difficulties or disabilities.

The group opens five days a week, for two sessions daily, during school term times. Sessions are from 9:20 to 11:50 and 12:50 to 15:20.

There is one full time member of staff, eight part time staff and one volunteer working with the children. Over half the staff have early years qualifications to NVQ level two or three. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children move confidently and in a variety of ways. They enthusiastically use the steps and slide as well as the climbing ropes. They are competent when using the climbing frame, using ropes to pull themselves up a steep slope. They show good co-ordination when jumping, running and pedalling or steering small cars and bikes.

Children have excellent access to outside play areas, including a roofed, paved area where they can use resources for physical play as well as table top activities such as measuring and puzzles. They also become involved in blowing bubbles and playing musical instruments which are provided. For instance, they use the cymbals, triangles and shakers which encourage their motor skills and co-ordination.

Children play in a clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. They participate in routines, activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff support children's hand washing before eating and after they use the toilets. As a result, children's skill in managing their personal hygiene is good.

Staff protect children from infection through good practice as they use a variety of information on health issues to support their practice. The record keeping and documentation ensures parents are informed of accidents and injury so that children's health is protected. Children's welfare is further enhanced by the training that staff have in first aid skills so that in the event of an accident staff can deal appropriately with any injury.

Children benefit from the choices of healthy food and drink at snack times when they enjoy a variety of freshly prepared fruits. They participate in social opportunities at snack times when they can choose what they like to eat or drink at the small communal table. Staff use plates and bowls for snacks to reinforce their understanding of healthy eating habits. Children are encouraged to help prepare the fruit or pour themselves a drink during this routine and can help themselves to water whenever they feel thirsty. This encourages children to develop healthy habits and promotes their independence. Staff use well established systems to ensure that all food and drink complies with parental instructions and children's preferences, enabling them to have confidence in the choices offered.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children arrive happily and settle well. They benefit from a secure, well maintained and attractive environment where they have individual coat hanging facilities. The attractive displays of children's work, such as the collection of pictures on the letter of the term, show that staff value children's contributions, and this gives them a sense of pride. There is information for parents displayed which helps to welcome them.

Children have easy and safe access to a stimulating range of toys and resources that are carefully selected to provide interesting play opportunities. Resources and space are used skilfully by staff to meet the needs of the children effectively. For example, there is a system to ensure the activities are varied each session. This means that children are interested and involved in their play.

Children enjoy their play in a safe, secure environment and regular risk assessments, indoors and outdoors, ensure children's safety. For example, the staff are effectively deployed to ensure the safety of the children and are vigilant at all times; they supervise the children effectively and ensure they are aware of how to move around safely. Children are encouraged to help tidy away toys which are carefully selected and regularly checked to ensure they are safe and suitable for children to use.

Good staff interaction helps develop children's awareness of safety within the setting. For example, the children recite information about road safety and stranger danger before going outside to play which promotes their understanding because they are reminded regularly.

Staff have a good understanding of the procedures to be followed if they have concerns about child protection issues. This safeguards children's welfare in the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The organisation of the sessions is very good, providing a cohesive balance of individual choices, small group and whole group activities. The routines provide extensive opportunities for interesting play both inside and outside for all the children. All children take part in a broad range of activities throughout the session and play happily with each other and staff, learning to take turns and respond to others as they experience learning through activities and have fun playing games.

Children express their enjoyment through the conversations they have with staff which effectively boosts their confidence, develops their understanding and encourages them to develop their skills. For example, children have excellent opportunities to play imaginatively because staff participate in this, making good comments and suggestions to extend their ideas.

Nursery Education

The quality of teaching and learning is outstanding.

Children's assessments are regular and frequent and cover their progress in all six areas of the curriculum. The staff ensure that children are assessed during planned and spontaneous activities. They successfully adapt the planned activities so that these are linked to the assessments of children. Children make optimum progress because the staff provide a variety of interesting opportunities for them to play and learn through adult led and child initiated play. Staff awareness of their needs is successfully building upon children's achievements and enabling their progress.

Children extend their understanding of their environment, their identities and cultures because staff promote these through good conversations during activities and routines. For example, when children make collages to represent themselves using various colours and materials. As a result of the dynamic interactions with staff throughout the sessions, children are making good progress in their social and emotional development.

Children speak confidently to their peers and adults as staff encourage them to share their ideas, feelings and experiences through animated questioning techniques. Children are becoming competent writers as they purposefully name their work and they enjoy listening to stories and handling books when they share these with staff.

Children practise their use of number and staff encourage them to make frequent use of the displayed numerals. As a consequence, children are confident in their use of numbers and counting. They show a good understanding of size, colour and pattern. They enjoy counting how many children are present and are beginning to understand and use terms such as 'minus' and 'less'.

Children are making good progress developing their understanding of nature through growing bulbs and use of technical equipment to explore and investigate. For instance, they enthusiastically share use of the two computers, independently accessing a variety of software which builds on their experience of maths and language. Children proudly take home small pizzas which they have made during the session.

Children enjoy frequent exercise outside as well as interesting activities that require careful manipulation, such as using pencils and small tools without fear of failure. They have fun sticking wool, straw and paper and cut dough using small knives. This enables them to practise building their skills in tasks requiring dexterity.

Children develop their imagination effectively through good quality role play which is successfully prompted by staff playing alongside them. For example, children unreservedly participate in the whole group role play when staff dress up and innovate role play as if they are on a bus and going on a journey. As a result, children's confidence flourishes and they are eager to extend their learning experiences. Music, songs and rhymes are a regular feature of the programme and children are keen to participate in these.

Helping children make a positive contribution

The provision is outstanding.

Children share their thoughts and feelings and during individual interactions with staff and these are valued. These opportunities for affirmation are fostered effectively within the routine or through activities; as a result, children strengthen their feelings of self-worth. Children experience good opportunities to develop their awareness of differences and similarities, which enables them to develop a positive attitude to others and gain a balanced view of society and their community. Children celebrate varied festivals and participate in activities based on positive images of culture, gender and disability which allows them to feel valued as individuals.

The individual needs of all children who attend are met successfully. The setting has made very good arrangements to care for children with learning difficulties and disabilities and frequently liaise with various specialist agencies to support children. As a consequence, children feel secure and enjoy their experiences at the setting as they are well supported.

Children develop confidence and their self-esteem is promoted as they are provided with encouragement and recognition for their efforts. Their behaviour is positive and they learn to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage their behaviour. These include giving explanations and sensitive one to one support. Children learn to take turns and share, for example, when using the computer. They receive gentle reminders and lots of praise to boost their self esteem. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with Parents and carers is outstanding. Children benefit from parents' involvement in their learning. Parents are given information on the planned activities and routines so that they can support their children and can access information on the curriculum guidance for the

Foundation Stage curriculum easily. The parents and children benefit from effective communication through newsletters, verbal feedback and a record of progress report when children leave. There are consultations offered every year and access to children's records offered at any time. A nature table and interest table, as well as another display based on current themes enables parents to contribute to children's learning. This helps staff and parents work together to maximise children's progress.

Organisation

The organisation is outstanding.

Leadership and management of the setting is outstanding. Children benefit from a strong staff team who share common aims. Staff experience excellent support and guidance from the manager. All staff are well established in their roles and responsibilities and work closely together to ensure the delivery of the programme. The staff have a secure knowledge of the Curriculum Guidance for the Foundation Stage which has a positive impact on the quality of education provided for children. The staff are able to identify areas of strength and weakness and use this to plan and provide a balanced curriculum. Children benefit from good assessments of how well their needs are met because staff monitor and evaluate the effectiveness of the nursery education.

Staff are able to update their knowledge and skills through regular training. As a result, children benefit from a staff team with knowledge of current good practice to ensure they meet their needs. The staff implement a variety of skills to ensure methods of working with children are appropriate. As a result, outcomes to promote children's welfare, care and learning are successful.

The provision meets the needs of the range of children for whom it provides. Children benefit from an organisation which has secure systems in place to support staff and value their contributions. Consequently, staff morale is good, they are enthusiastic and motivated to offer good quality care and education. Systems for induction, training and regular staff meetings are in place. As a result, there are policies and procedures in place to meet the National Standards. The documentation required is all in place including up to date risk assessments.

Improvements since the last inspection

At the previous nursery education inspection the nursery had a point for consideration only; this was to provide opportunities for children to have access to a quiet and peaceful area to explore and investigate use of resources independently.

The book area has been successfully developed to provide this. This area is well used by children who can sit on soft seats and experience a sheltered environment with book shelves and curtains to provide some privacy. Children also have access to a small computer room which is used for quiet activities and the office is used for one to one work with children.

At the previous care inspection the nursery had one recommendation to address which was to update child protection training to current requirements and they have now achieved this.

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 can be seen 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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