

# Windmill Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY281008
<b>Inspection date</b>	21 August 2007
<b>Inspector</b>	Shami Kumar
<b>Setting Address</b>	Wheatfield Way, Hinckley, Leicestershire, LE10 1YG
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Windmill Day Nursery is part of Asquith Court Nurseries Limited and was registered in 1991 and re-registered in 2004. It operates from a purposely designed single-storey building on a business park on the northern outskirts of Hinckley in Leicestershire and serves the local community. There are five play rooms available for the children with bathroom and changing areas. There are two separate outdoor play areas with hard and grassed areas as well as fixed climbing equipment over a soft safety surface.

The setting is registered to care for a maximum of 104 children at any one time. Currently there are 185 children aged from five months to five years on roll. These include 40 three-year-olds and 25 four-year-olds who are in receipt of nursery grant funding. The setting provides full day care from 07:30 until 18:00 five days a week all year round, except for one week at Christmas and public bank holidays. Some children attend on a full-time basis and others attend various sessions. The nursery currently supports children who speak English as an additional language.

There are 37 child care staff available to work with the children. Of these, 25 hold appropriate early years qualifications. The setting receives support from the local authority and is a member of National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well maintained environment. They are consistently learning about the importance of good hygiene practices through daily routines and discussions with staff. Older children take personal responsibility for hygiene. For example, they wash their hands after using the toilet and before baking or eating and explain that they need to do this 'because of germs'. In the bathroom area the children access warm water individually and use liquid soap and paper towels. Children see low level pictures within the bathroom that support their awareness of good hygiene practices.

Children's good health is promoted by staff who effectively follow the nurseries health and hygiene procedures. For example, daily cleaning routines are in place in each room, the staff wear gloves and aprons for changing nappies and different aprons when serving food helping to prevent cross-contamination. Clean linen is provided for each child when sleeping in a cot or on sleep mats and they are checked frequently. Children calmly and comfortably fall asleep as they feel safe and secure in their surroundings. Clear information is given to parents about exclusion times relating to common childhood and other illnesses to help minimise possible cross-infection. Many of the staff have first aid certificates and therefore any accidents can be dealt with effectively. Accidents and medication administered are recorded precisely, ensuring parents are fully informed about their children's care.

Children have their health and dietary needs met because staff work well with parents. Children with special dietary needs are on a care plan which identifies clearly to staff their individual requirements. Children enjoy a healthy, varied diet and are well nourished as meals and snacks are prepared on site and are provided at regular times during the day. The menus ensure that children have lots of fresh fruit and vegetables and biscuits and cakes are cooked on site. Food is attractively presented and plentiful. Children gain a good understanding of a healthy diet as staff talk to the children about which foods are good for them to stay healthy. Children develop good independence as they begin to serve themselves and pour out their own drinks. Children are provided with drinks at regular times of the day and they are also able to access fresh drinking water independently. Meals are relaxed, social occasions when children sit together and chat happily. A daily record sheet is completed for the younger children regarding their food and drink intake which is shared with parents.

Young babies health and emotional needs are well fostered by the warm, relaxed relationships they develop with the staff. They are encouraged to develop their skills in sitting, crawling, standing and walking with staff providing good support. Children are active and enjoy a good range of physical experiences. The outdoor area has been well designed to provide children with good, stimulating challenges. For example, the children balance on logs, use the climbing equipment and dig in the mud pit. The outdoor area is used as an extension of their learning as children learn to recognise car spacing numbers, sounds and letters and build with construction sets. Children access a wide range of equipment that encourages their fine physical control effectively. For example, they choose from a range of tools and objects such as pencils, scissors, knives and dough cutters to develop their hand to eye co-ordination.

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

The provision is good.

Children are cared for in a well-organised, safe and secure environment. For example, visitors are required to formally identify themselves and sign the visitors book. The comfortable book areas in all the rooms enable children to snuggle up on their own and occasionally fall asleep, promoting a homely atmosphere. The children are happy and well-settled and are able to move safely and independently in all areas, as risks have been identified and minimised through the completion of risk assessments. For example, sleeping children are checked every ten minutes and the outdoor area is fully enclosed with large fixed climbing equipment on soft surfaces. Fire drills are held regularly with evacuation cots being readily available to transport babies and toddlers out of the nursery quickly and safely. Fire safety equipment such as fire extinguishers and a fire blanket are in place and fire evacuation procedures are clearly displayed.

Children use a variety of good quality, developmentally appropriate resources many of which are organised at child height to encourage independent use. They are cared for in rooms taking into account their age and ability to effectively ensure there is room for more mobile children to move around freely whilst less mobile children have space to play happily and safely. They learn to take responsibility for keeping themselves safe through daily routines and staff skilfully explaining safe practices. For example, staff remind the children not to run in the rooms in case they hurt themselves and pick up toys from the floor so that they do not trip over them. All parents and children are made very welcome and the premises are colourful with children's artwork prominently displayed in all areas. There are clear procedures in place to protect children when taken out walking from the setting with good ratios maintained. Staff ensure that young children are strapped in buggies, wear reins and they talk to the older children about road safety.

Children are well protected from possible abuse or neglect because the staff are competent and aware of their roles and responsibilities whilst protecting children in their care. Staff are well-informed and very confident in following the setting's child protection procedures and have a designated child protection co-ordinator who would follow through any issues of concerns. Most staff have attended training and policies are shared with parents to promote a common understanding on safeguarding children.

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

The provision is outstanding.

Children are happy, confident and actively enjoy their time in this vibrant setting. Children are eager to learn and participate in the outstanding range of stimulating and challenging activities. Children are able to build on knowledge and skills already acquired because staff know the children very well and because staff provide a wealth of first hand learning experiences for the children. They show great interest in the activities they choose to participate in, for example, they thoroughly enjoy mixing paints and visiting the local supermarket in connection with topics. The 'free flow' of the nursery works extremely well, giving children choice and freedom. They select toys and activities from an extensive range of resources and activities. Children are supported well to deal with the separation from parents and carers and develop close relationships with staff caring for their age range.

Babies and young children benefit tremendously from the excellent knowledge and understanding of the 'Birth to three matters' framework, which enables staff to plan first hand learning experiences based on children's individual needs. Children are well supported when

trying out activities and have an exemplary range of interesting experiences during a typical week. Babies and young children receive excellent support from staff who spend time talking, holding, playing and giving them spontaneous cuddles. Young children develop excellent communication skills as they engage with staff who respond to their non-verbal sounds during play. Babies are encouraged and effectively supported in their early physical development as they begin to sit, crawl and take their first steps. Babies particularly enjoy playing peek-a-boo as they squeal with laughter, rock to music and clap their hands in delight. Children have daily stimulating opportunities to develop their senses as they explore with a variety of objects and textures. For instance, sand, water, explore sound as they shake a variety of musical toys and play with sensory toys. All children enjoy and share stories and show delight and wonder as they participate in songs and action rhymes. Children's behaviour is excellent, children are actively and consistently praised for their effort and achievements. For example, children are praised for helping to tidy away and putting on their outdoor clothes in preparation for outdoor play.

## Nursery Education

The quality of teaching and learning for the nursery education is good. The planning involves all staff and they are fully aware of what the learning intentions for activities are. Children make good progress in areas of learning, although the planning and assessment recording of the Foundation Stage does not always consistently identify children's progress along the stepping stones in all six areas of learning. Observations and assessments for children are used effectively in planning for children's next steps in their learning. Most of the activities are very much child-initiated and the staff are skilled at using these opportunities to extend their learning. All of the staff contribute to observations they make at activities to the children's assessments. Separate files are readily available which the keyworker collates regularly. Activities are varied and learning outcomes are clearly identified with a wide range of free choice for the children. The staff use a variety of methods throughout the day through small child-led group work and to allow individual focussed activities to take place. They also use outdoor play, role play and their individual interests to broaden their experiences. For example, the children have recently taken an interest in recycling and staff have provided the resources and activities to extend their understanding. Staff act as good role models to the children and manage children's behaviour positively, so that children behave very well. They know the children well and demonstrate a high level of commitment to their work. Staff skilfully ask questions which encourage them to think and predict. For example, what colour they would make if they mixed two specific ones together. Children are polite, well mannered and persist with difficult tasks such as making pizzas, digging the soil and engaging in cooking activities. Children chat happily as they play and work together and discuss what they have made. Children confidently talk about making an aeroplane and a large boat with big bricks. This encourages them to talk about their experiences and they feel a strong sense of belonging.

Funded children are all confident learners. They are well motivated, interested in what they are doing and concentrate and listen during activities. They have effective opportunities to use their own initiative and develop independence whilst engaged in both indoor and outdoor activities. Children talk and negotiate with each other as they organise their play. For instance, a group of children pretend to be at the hairdressers and wait patiently to have their hair done and another pretend to go to Cyprus for a wedding. They enjoy looking at books independently and in group situations and know the basic elements of a story. Most children are beginning to recognise their names and learn to understand how sounds of letters link to words. They show great interest and confidently talk about how old they are and others and what they are going to have for Christmas. Children are extending their vocabulary all the time by learning

new words such as cocoon and passengers. Many of the children write their names independently, with correctly formed letters, with younger children able to develop pre-writing skills and mark-making through an excellent range of activities. These include using paint brushes, chalks and drawing and making lists using a variety of writing materials in the graphics and role play area.

Children have a good knowledge of the numbers to ten and most competently count out objects to match specific numbers. All of the children count daily using correct number names with staff encouraging number recognition. They count how many children are sitting at the table and how many cakes they have made. They are introduced to addition and subtraction appropriately through number rhymes and they use language such as more, less, big and little frequently. They sing rhymes such as 'Five little men in a flying saucer' and 'Five little ducks'. Children have a good secure knowledge of the basic shapes, such as squares, triangles, circles and rectangles. They have many opportunities to sort, match and compare objects in a variety of contexts. For example, they play matching card games, dominoes and weigh ingredients for cooking. Children learn how containers hold different amounts of water and why some items float or sink.

All children have good opportunities to use their senses to explore and investigate. They discuss relevant issues with staff such as the life cycle of a growing caterpillar, looking at the strawberry patch in the garden and looking for worms in the mud pit. Children notice change when colours are mixed, when food is cooked and how things look bigger under a magnifying glass. Children use the computer to develop their co-ordination and skills in using the mouse. There is a good range of additional programmable toys to support their learning and develop their understanding of everyday technology. These include cameras, weighing scales, telephones as well as others. Children can recall events that have happened in the recent past and talk freely about their homes and families. Children are beginning to develop their awareness of cultures and beliefs from a range of resources which promote diversity. Children have opportunities to use their imagination as they take part in role play based on first hand experiences. For example, they pretend to cook food, visit the grocers shop and build cars with construction sets. The children have daily excellent opportunities of experimenting with differing textures, experience colour, including how to mix their own paints. They listen to music and musical instruments are always available.

Children enjoy an interesting range of physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. Children are set challenges to develop their physical skills such as balancing on logs and stilts. Children confidently use climbing equipment and need little support to jump and land safely. They confidently ride wheeled toys, use bats and balls and enjoy digging in the garden. Children are taught to handle and control small objects to develop their hand to eye co-ordination. For example, they use scissors to cut, use shape cutters in the play dough and use knives to butter their own crackers.

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

The provision is good.

Children are respected as individuals and are encouraged and supported to play an active role in the nursery. Their individual needs are supported well by staff who know them well and respond sensitively to their needs. Currently there are no children with learning difficulties and/or disabilities attending the nursery but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs. All children are warmly

welcomed and feel a strong sense of belonging as they know the routines and boundaries well. All children bond well with their key worker and familiar staff and therefore feel secure. Children's needs are met by their individual learning plans and one-to-one support is provided to ensure children reach their full potential. Staff take time talking to parents before children start, to find out about their routines, interests, dietary requirements, and about their family. This enables them to settle and enjoy their time in the setting. They all have constant opportunities to make choices and decisions for themselves about where they want to play, what resources to choose and what to do with them, as most of the activities are very much child-led with adult support. At times things can appear chaotic, with diverse activities taking place all over the premises and children moving between them, but staff track their own key worker groups and are aware of what their individual children have been doing.

Children are provided with opportunities and activities to learn to appreciate and value each others' similarities and differences. For example, the older children learn simple French phrases and talk about why people have to wear glasses. Whilst staff use books, puzzles and play figures which promote positive images, children's developing attitude to others is restricted by limited resources, displays and activities that represent positive images of diversity and disability. All children are included in the activities and routines. They are encouraged to respect and value themselves and each other. Children's behaviour is excellent. They demonstrate a good understanding of sharing and taking turns. Children are fully aware of the settings boundaries and expectations of good behaviour. They learn to negotiate with others and take responsibility for their own behaviour. Younger children are developing an awareness of themselves and find out what behaviour is acceptable as they test out boundaries with adults who they trust. Children are consistently praised, clapped and cheered for their efforts which develop their confidence and self-esteem. Staff use positive strategies for managing behaviour throughout the nursery. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is outstanding. The superb partnership with parents and carers contributes significantly to the children's well-being within the nursery. Children's individual care and educational needs are fully discussed with the parents before the child starts at the setting, enabling staff to be fully aware of children's needs. They are given exceptional written information about the setting and its educational provision before their child attends. Parents are invited to attend a meeting with other parents which contains information about the Foundation Stage. This also includes practical examples of activities their child will be involved in and where the weekly planning is displayed. Parents are given extensive opportunities to be actively involved in their children's learning. For example, parents are proactive in informing staff of their children's interests which is expanded on during their time in the nursery and contribute resources required for particular topics. Parents know that they can access their child's developmental records at any time, as well as more formal meetings. There are excellent opportunities for them to talk to their key worker about their progress and achievements. Parents receive regular newsletters and daily information on their children's day and the parents forum enables them to voice their comments and opinions. Parents comment very positively about the nursery and feel very well supported by the approachable and friendly staff. Parents have access to a parents room which they make regular use of and the nursery is proactive in receiving feedback from parents via questionnaires sent out to them.

## **Organisation**

The organisation is outstanding.

The highly effective organisation of the setting ensures that children are extremely well cared for by well qualified and suitable staff. Thorough policies and procedures protect children and

are effectively implemented to promote all the outcomes for children. Children's welfare is exceptionally well promoted by visible and committed management, working alongside a friendly and enthusiastic staff team. Robust systems are in place to ensure the continued suitability of staff and there are thorough procedures for recruitment and induction. The management has a professional and focused attitude and is continually committed to improve their own practice.

Staff are competent, proactive and knowledgeable. They fully understand the settings policies and procedures and ensure children are protected, kept safe and that children's individual needs are supported effectively. Most staff are qualified and work together as part of a well established team. They have regular opportunities to reflect on their own practice and within each room they have opportunities to identify any areas of development with comprehensive action plans in place. High priority is given to keeping staff updated with current practice. Staff meetings, self-assessments and yearly appraisals are regularly held which enables them to identify their own learning needs. Children benefit from highly qualified and skilled staff, who are committed to on-going training and development.

The premises are extremely welcoming with extensive quality displays and the environment is very well-organised. Children are happy, relaxed and cared for in a friendly environment with all rooms and the outdoor area in use for most of the time. The broad range of activities which are varied enhances children's learning and encourages their independence and freedom of choice. Staff are well deployed to ensure that children receive an effective level of interaction and supervision. Senior managers provide cover and the manager is supernumerary. All children are allocated a keyworker and a co-worker each, therefore, they experience excellent security and continuity of care. There are close links with staff from different rooms making children's transition from one room to another a positive experience. All legally required documentation is in excellent order and reviewed regularly.

The leadership and management of the funded nursery education is outstanding. All children are effectively supported to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress. Managers play an active role in providing a secure, vibrant learning environment for children. Nursery education is monitored and developed to ensure that children make excellent progress towards the early learning goals. The staff work effectively together to evaluate the activities provided for the children each week and keep detailed evidence to show how children make progress in their learning and plan the next steps in their learning. This enables senior staff to monitor the overall provision effectively. All staff have a strong knowledge of the Foundation Stage and consistently use children's interests and observations in planning a programme of activities to enhance their learning. Managers have a clear vision of how they want the setting to operate for the children. Strengths of the provision are shared as good practice and weaknesses identified. The setting is constantly looking to improve practice.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the setting was required to review the suitability of the toilets regarding privacy. They were asked to develop resources and activities to reflect diversity and an awareness of equal opportunities. They were required to ensure that the child protection policy reflects current national standards and with regards to procedures to be followed in the event of any allegations against a member of staff.



Since the last inspection the nursery has refurbished the toilet area which has included new partitions and doors on the cubicles to ensure privacy for the children. Staff have attended courses in child protection and the written policy has been updated to reflect current changes and there are procedures in place in the event of an allegation being made against a member of staff. These aspects have improved the safety and well-being of children. The setting has made some improvement to develop resources and activities to reflect diversity and disability such as purchasing books, dolls and jigsaws. However, there is still a limited range of resources and activities provided in all rooms so this remains as a further recommendation.

At the last nursery education inspection the nursery was required to develop the organisation of daily routines and resources to promote and extend children's planned learning in home based activities. They were asked to share ideas with parents about practical ways to make links with children's planned learning. The setting was required to use the assessment of children's progress in ensuring planned activities match children's individual stage of development to provide sufficient challenges and progression.

Since the last inspection an area has been created where creative materials are readily available as well as mark making resources in home based activities. The setting has now devised good systems to enable parents to share ideas on their children's learning. This includes parents being aware of the planning for each month and how to link these into the child's home life and they complete jotting books which gives information to staff on the children's interests and what they have done when they have not been at the nursery. The setting now very much focuses on planning and assessments being carried out relating to the children's interests. These take into account individual interests and therefore provide challenges and areas of progression. However, the planning and assessment recording does not clearly identify that all areas of learning are successfully covered, so this remains as a further recommendation.

### **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):

- develop the range of resources and activities to reflect diversity and promote an awareness of equal opportunities.

### **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):

- continue to develop the planning and assessment recording to ensure that all areas of learning are successfully covered.

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)