



Windmills PreSchool

Inspection report for early years provision

Unique Reference Number 250138
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Inspector Janet Ann Keeling

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Registered person Dorridge Methodist Church
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 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 Pre-school opened in 1970. It operates from facilities at the Methodist Church in Dorridge, Solihull. Facilities include, a large hall, walk-in storage cupboards, kitchen, toilets and access to an enclosed outdoor play area. The group serves the local community and surrounding areas.

The pre-school group is registered to provide care for 26 children from 2 years to under 5 years. There are currently 17 children from 2 years to 5 years on roll, of

whom 15 receive nursery grant funding. The group support children with special educational needs and children who speak English as an additional language.

The group are open four days a week on a Monday, Tuesday, Thursday and Friday during school term time only. Sessions are from 09:00 to 12:00.

There are six staff who work with the children. Over half the staff hold a recognised early years qualification. The setting receives support from the Local Authority Early Years Team and have completed an accreditation for the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well maintained environment. Children are actively and consistently learning about the importance of good hygiene practices through very well established daily routines. For example, children begin to understand why they must wash their hands before snacks and after using the toilet.

Children have access to an exciting range of activities which effectively contribute to their good health and well-being. Children have very good opportunities to develop their physical skills through regular access to both indoor and outdoor activities where they are encouraged and supported to develop new skills. For example, as children enjoy group activities with the parachute, learn to peddle bikes and throw and catch balls. Children enjoy the fresh air and explore their local environment as they visit the local train station, collect conkers and feed the ducks.

Children learn about healthy eating through regular discussion with staff and through talks from the local health visitors. Children independently help themselves to drinking water throughout the session and are offered healthy snacks, for example, fresh fruit. However, children's choices at snack-time are limited.

Children's health and dietary needs are competently met at all times because staff are fully aware of children's individual needs. For example, children's individual requirements are discussed fully with parents on admission, recorded and shared with all staff. Children's accident, medication and emergency consent forms are all fully maintained by the group.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very well organised, safe and secure environment, for example, doors leading into the main playroom are locked at all times during the operational hours of the group, whilst visitors to the group are closely monitored. Robust safety policies and procedures are in place. Children are able to move around safely and freely as identified risks and hazards have been minimised, through the

completion of risk assessments and the excellent deployment of staff.

Children have good access to high quality equipment and resources which are appropriate to their developmental needs and which are checked daily to ensure they are safe for the children to use. Children learn about safe practices whilst at the pre-school group, for example, the group leader discusses safety with the children each morning at registration time, and staff use gentle reminders throughout the session which encourages children to take responsibility for themselves and others.

Children are kept very safe because staff take extensive steps to promote safety within the setting and whilst on outings. Children benefit from the very experienced and caring staff, who are very well informed of the groups comprehensive and robust health and safety procedures, for example, children engage in regular fire drills, learn about 'stranger danger' and follow the highway code whilst out on walks.

Children are outstandingly protected from possible abuse or neglect because the very competent staff are aware of their roles and responsibilities whilst protecting children in their care. Staff are extremely well informed and very confident in following the groups child protection procedures and have a designated child protection co-ordinator who would follow through any issues of concern.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy, confident and actively enjoy their time in this vibrant group, children are eager to learn and participate enthusiastically in the excellent 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 have developed excellent links with the parents and carers.

Children's personal and social development is inspiring, children enjoy excellent relationships with both their peer group and staff, their communication skills are exceptional as they effectively engage in discussion with adults and their peers. Children become engrossed in a wide range of purposeful, challenging and fun activities which they all enjoy enormously.

Children's behaviour is excellent, they share toys, take turns with equipment, show consideration towards others and play co-operatively together. Children are actively praised and encouraged by the staff for their effort and achievements, children's self-esteem is skilfully fostered.

Children show a strong sense of belonging as they greet each other and staff on arrival. Children speak confidently and share their personal experiences within the group. Children listen carefully to each other and show care and concern for their peers. Children benefit from excellent settling in procedures where children and parents are made to feel very welcome in the group.

Nursery Education

The overall quality of teaching and learning is good and at times very good. Teaching effectively promotes children's learning towards the Early Learning Goals in all areas of learning. The staff are caring, patient and supportive of the children; they have high regard for the children and know them well. The staff are good role models and have high expectations of the children. Their management of the children is consistent and caring; as a result the children's behaviour is excellent. Planning is thorough, activities are varied and learning outcomes are clearly identified. However, children are not always given enough time to complete an activity. Interaction between the staff and children is excellent; adults encourage children's thinking, questioning and exploration. Assessment procedures are in place, they are manageable and link effectively to the stepping stones for learning.

All children have equal opportunities for learning; they are assigned to key worker groups and this ensures that staff know the children well and are able to meet their individual needs. As a result of the wide range of interesting and stimulating activities provided by the staff children make good progress, although, opportunities to self-select toys and resources for themselves are limited. The children benefit from the staff's constructive questions, which encourage them to express their feelings and develop their ideas and interests, and they have many opportunities to talk openly and freely. Children who have special educational needs, and those who speak English as an additional language are very well supported in the group.

Children are enthusiastic, confident and very interested in all the activities available to them. Children are eager to learn and settle quickly into the group, children's relationships with adults and their peers are excellent. Children learn about their own and other cultures as they celebrate festivals throughout the year; they express their feelings and manage their self-care needs effectively. Children engage easily in conversation; during group discussion time children participate enthusiastically, they listen carefully to adults and to each other, and talk about past and present experiences. Children listen attentively at story time and many are able to recall the story line, however, because story time is planned for the end of the session children often miss the end of the story as their parents begin to collect them. Children learn how print carries meaning; they recognise their name at self-registration whilst more able children are able to write recognisable letters. Children have regular access to a wide range of books; many of them show a keen interest in books and use them independently, carefully turning the pages and discussing the illustrations with each other. The Pre-school library loan service encourages children to enjoy books at home.

Children use number as part of everyday routine and mathematical language is used well across all activities, for example, as the children counted how many cups were needed at snack-time and talked about the full and empty water jugs. Children confidently named shapes such as square, triangle, circle and had opportunities to sort, match and compare objects in a variety of contexts. Children show good control and co-ordination as they move confidently and safely around the pre-school hall. Children take part in regular music and movement sessions where they develop their awareness of space and others around them. Children have access to a secure outdoor space where they are able to develop their climbing, riding and balancing skills; for example, as they negotiate the climbing frame, peddle bicycles and kick balls. The children use a wide range of small equipment, including scissors,

paintbrushes, glue sticks and pencils which they handle with increasing control.

Children develop an awareness of healthy eating through topic work and regular discussion with adults and their peers; for example, whilst engaged in snack time children talked about their likes and dislikes of various foods, and staff explained why certain foods were healthier than others. Children have daily opportunities to paint, draw and make collages using a suitable range of media including chalk, felt pens, pencils, fabric and malleable materials. Children use their imagination in activities such as painting, music and movement and various role-play situations; for example, children excitedly play shop in the home corner. Children explore sound effectively through playing a range of musical instruments and listening to a variety of musical sounds. They enjoy singing and maintain a good sense of rhythm when joining in rhymes. The children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children are valued as individuals, they are encouraged and supported to play an active role in the group. Children's individual needs are magnificently supported by staff, who know the children very well and respond sensitively to their needs.

Children are fully included in all activities and their differences are acknowledged and valued. Children are able to access a wealth of exciting activities, toys and resources which actively raise their awareness of diversity and promote their understanding of others. For example, through access to role play equipment, books, posters and by welcoming visitors from the local community. Children's understanding is further promoted as they complete topic work on Chinese New Year, Diwali, Christmas, and through positive discussions with the staff. The children's spiritual, moral, social and cultural development is exceptionally well fostered during these activities, with the staff acting as excellent role-models for the children.

Children's behaviour is excellent. Children are fully aware of the groups boundaries and expectations for good behaviour. Children learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is further developed as they respond to gentle reminders from staff, to care for their environment, resources and each other.

An excellent partnership with parents contributes significantly to the children's well-being within the group. 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. Children's progress and achievements are shared with parents each day. The staff welcome informal contact with parents at the beginning and end of sessions; they share information about the children's progress on a regular basis, and parents are able to view their child's development file at any time. Parents and carers have access to a range of information regarding the group, including a prospectus, policies and procedures, the educational programme, current topic work and daily planning.

Staff actively encourage parents to take an interest in their child's early education;

parents find staff caring, approachable and friendly.

Organisation

The organisation is good.

Children's care is greatly enhanced by the effective organisation and the very focused leadership and management of the group. Staff are knowledgeable, they fully understand the settings policies and procedures, which ensure children are protected, kept safe and that children's individual needs are supported effectively.

The premises are welcoming with a vibrant atmosphere, the hall is well organised to promote all areas of learning, including physical play. Children benefit from qualified and skilled staff, who follow an effective induction programme and, who are committed to on-going training and development. Staff have regular opportunities to reflect on their own practice, through regular staff meetings and daily group meetings. Staff collectively review the groups policies and procedures and are actively involved in an accredited quality assurance scheme.

Leadership and management is good. The staff work well as a team, they are deployed effectively and are clear about their roles and responsibilities; all staff are fully involved in the planning of the curriculum. Regular staff meetings are held to discuss daily issues and the planning and assessment of children's learning. The manager and staff have worked effectively with the local authority early years team who provide support and guidance throughout the year. Staff are encouraged to attend relevant training courses to further enhance their knowledge of the early years curriculum. Managers are fully committed to continuing to develop the educational programme and to monitor and evaluate the effectiveness of the early years programme.

Overall, the provision meets the needs of the children who attend the provision.

Improvements since the last inspection

At the last inspection the setting was required to, consider ways of improving opportunities to encourage children's independence during snack-time.

Children are now encouraged to be fully involved at snack-time, including, counting how many chairs and cups are needed for both staff and children, serving the snack and pouring their own drinks. Consequently, children's independence is fully supported at snack-time.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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):

- review snack-time to ensure children are given choices when selecting a snack.

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):

- review the daily routines to ensure children are given enough time to complete activities
- maximise the use of resources to ensure children are given opportunities to self-select resources, to explore and use their own initiative.

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