

# Windmill Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	113832
<b>Inspection date</b>	11 December 2007
<b>Inspector</b>	June Fielden
<b>Setting Address</b>	Yarburgh, Highfield Road, East Grinstead, West Sussex, RH19 2DX
<b>Telephone number</b>	01342 328544
<b>E-mail</b>	info@windmillnursery.fsnet.co.uk
<b>Registered person</b>	Joanne Louise Walkden & Nicola Thompson
<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 run by a parent management committee. It opened in 1992 and operates on the ground and first floor in part of a large converted building in East Grinstead, West Sussex. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round, excluding public holidays and a week over the Christmas holiday. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from three months to under five years on roll. Of these 14 receive funding for early education. Children come from a wide catchment area.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a welcoming and friendly environment. The accident, incident and medication records are well kept, to safeguard children's welfare. Effective hygiene routines are maintained to ensure children's good health. Children wash their hands before they eat, and they each have their own flannel, towel and toothbrush, to prevent cross-contamination. Staff wipe children's noses when needed and place dirty tissues in the bin, to avoid the risk of infection.

Water is always available to children, to ensure they are not thirsty. Older children pour their own drink at snack time, to develop their independence. Children are offered healthy snacks and meals. Their allergies are identified, and all staff are made aware of these. They are given a cooked lunch, provided by a catering company that offers meals to meet children's dietary requirements. A copy of the menu is made available to parents, to enable them to check that the food offered is appropriate for their child. The meals provided include meat, vegetables, pasta and a variety of desserts, including yoghurt.

Children share a spacious garden area with two other groups. As a result, there is a wide selection of toys for them to play with. They ride small vehicles along the paths, strengthening their muscles as they use pushing and pulling actions. Children use the swings, slides and rope ladder, to climb, scramble and slide on. They learn to stop and avoid others when using the paths around the garden. There are nets for children to aim balls at, a trampoline to bounce on, and a tunnel for them to crawl through. Children rest when they are tired, following their own sleep routines. They sleep in a quiet room, and are checked regularly by staff.

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

The provision is satisfactory.

Children move around freely within their room in the nursery, and older children independently take themselves to the toilet. Space is used appropriately by staff to cater for children's needs. There is a suitable selection of toys and equipment in each room that is appropriate for the age and stage of development of all children. Staff make the nursery attractive by using children's work to produce colourful wall board displays, and play background music to create a pleasant atmosphere for them to play in. However, an appropriate temperature is not always maintained, to ensure children's comfort.

There is a secure system for the arrival and departure of children at the nursery. Regular fire drills are held and recorded by staff, to ensure children are aware of the procedure to follow in the event of a fire. There are gates across the doorways to the rooms used by younger children, to prevent them leaving these areas unsupervised. However, there are currently some hazards that impact on children's safety. There is a glass mirror and some wires that are accessible to children in the nursery, and the door leading to the stairs on the first floor is not locked when they are present.

Staff all receive training in child protection in order to safeguard children from harm. This is regularly renewed to keep their knowledge up to date. Staff understand the procedure to follow if abuse is suspected, and know how to seek advice and report their concerns.

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

The provision is good.

Staff provide effective stimulation for babies by providing them with interesting toys that are rotated regularly, and a sensory area with flashing lights to attract their attention. Younger children are provided with a broad range of activities, to enable them to select for themselves what they wish to do. Staff share books with these children and discuss what is happening in the story, to develop their imagination. They sing to children as they play the musical instruments. Children sometimes sing nursery rhymes to themselves at different times during the day, showing that they are beginning to learn the simple songs from memory. Younger children are given cuddles and shown affection by members of staff to make them feel needed, and to raise their self-esteem. Staff use the Birth to three matters framework when planning activities for this age group and have devised their own development records based on this document.

## **NURSERY EDUCATION**

The quality of teaching and learning is good. Children learn through free play, structured tasks and whole group activities. Toys and equipment are easily accessible to children and they help themselves to any materials they require. Staff participate in children's play, getting down to their level and joining in with them. They ask them questions to find out how much they know, and to develop their interest in what they are doing. Staff carefully explain activities to children and go over the instructions with them until they understand. They remain close by to provide children with support during activities, and make suggestions to extend their play.

There is an effective system of planning in place. The long term plan gives details of the festivals and special events to be celebrated during the year and the people who will visit the setting. Different workshop areas have been established in the rooms used by the older children. The medium term plans, based on the six areas of learning of the Foundation Stage curriculum, are displayed on the wall in each area for staff to refer to. The short term planning consists of weekly planning sheets and focused activity plans. The focused activity plans show how the activity can be differentiated to take into account the abilities of all children. Staff make weekly observations of children to ascertain their achievements and to complete their development records. These observations are used alongside staff's evaluations of the short term planning sheets to inform future planning. The achievements children make while completing activities show that they are making good progress in the Foundation Stage curriculum. However, staff's observations are not always regularly transferred to children's records. As a result, some children's profiles do not provide an up to date record of their achievements.

Children co-operate well during imaginative play and discuss with others what they are doing. They have the opportunity to speak in front of the whole group at circle time, to build their confidence and raise their self-esteem. Children develop their independence as they help staff to tidy up, and get themselves changed for their physical education sessions. During these lessons they move their bodies in time to the music and listen carefully to enable them to follow the instructions they are given. Children use small construction equipment and threading activities to develop their hand-eye coordination. They develop their small muscle skills as they manipulate malleable materials by pinching, stroking and twisting them.

Children are taken on visits to places in the area around the nursery, to make them familiar with the local environment. They experiment with materials, such as jelly, which staff make for them to explore. They use their senses to smell and feel it, describing its texture. Staff ask

them questions about whether the jelly is hot or cold, and what will happen to it if it does get hot, to develop their language and thinking skills. Snack time is a sociable occasion for children, when a group of them sit down together with a member of staff. They talk together about what they are eating, and things that happen at home. Children take their time over colouring activities, carefully concentrating on the task. Writing materials are always available for children to use. However, staff do not encourage them to write their own name on their work to develop their mark making skills.

Children are involved in counting during everyday activities. They count how many of them are lined up to go inside after outdoor play, or the number of animals in the pictures of the books staff read to them. A wide range of maths equipment is made available for children to experiment with, such as cubes for counting, balances and a large tape measure. Staff assist children to learn the names of different colours and to distinguish between them. They ask them questions about the colour of the jelly they are using in the sand tray or the objects on the computer games they are playing with.

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

The provision is good.

Children are treated equally by staff, and are given the opportunity to participate in all activities. Staff obtain as much information as possible about children's specific needs when they are registered at the setting, including their likes, dislikes and whether they require a comforter. There is an efficient settling in procedure to enable children to become familiar with the nursery before they start attending. The setting has a wide range of resources to promote children's understanding of diversity, and celebrate a variety of festivals from other cultures. Staff have an effective understanding of how to care for children with learning difficulties and/or disabilities. They have all received some training in this subject, and are sensitive to children's needs, adapting their practice accordingly.

Children are encouraged to think about the feelings of others when they misbehave, and disputes between children are handled immediately by staff, before they have a chance to escalate. For example, when one child snatched a toy from another child a member of staff went over straight away to offer an alternative toy, and to suggest that they share. As a result, children are generally well behaved. Staff discuss children's conduct with parents when necessary, and they work together to promote continuity of care. Staff praise children for small achievements and speak to them in a positive manner. When children bump into each other accidentally they show good manners and apologise, without needing to be being asked to do so by staff. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Parents are kept well informed about the setting and its policies, including the complaints procedure. If there are any changes to these then a letter is sent to parents. Photographs of all members of staff and details of their qualifications are on display, to enable parents to identify who is caring for their child. The nursery regularly send out newsletters to tell parents about forthcoming events. The parent's notice board has all the necessary information, including the letters of the alphabet children will be working on each week, to enable them to follow this up at home with their child, if they wish. The planning is displayed on the walls in each of the rooms, which parents can read. They can see their child's records and speak to their key worker at the annual parent's evening, or make an appointment to see them at other times, to learn about their child's progress. Parents are involved in children's education, as they are asked to bring in objects for their child to show and share with the rest of the group. Children take home a phonics book which they can work on with parents. They

also have the opportunity to become committee members and assist in the running of the nursery, or if they have any particular skills they are welcome to share these with the children. Parents are happy with the care provided for their child and feel that staff are very approachable.

## **Organisation**

The organisation is good.

Children are cared for by well qualified staff who are keen to undertake further training in order to update their knowledge and improve outcomes for children. Visitors are required to sign in and out of the setting, and are never left on their own with children, to ensure their safety. Competent procedures are in place to make sure that appropriately qualified and experienced staff are appointed, and that they receive the necessary induction into the nursery. The records of children and staff are stored securely on the premises, to maintain confidentiality. Staff ratios are maintained, and appropriate contingency arrangements are in place to cover for anyone who is absent. The exact time of children's arrival and departure is recorded each day, and the certificate of registration is on display, to make parents aware of the conditions under which the nursery operate.

The leadership and management of the setting is good. The two managers run the nursery efficiently, and staff work well together as a team, assisting each other as necessary. There are regular staff appraisals, where staff get the opportunity to talk about how things are going and any training needs they have. Staff meetings are held every six to eight weeks, and are used to discuss training, any concerns staff have, and to cascade information from training courses they have attended. The managers are responsible for the day to day running of the setting, while the committee oversee their work. They handle the fund raising events and provide support for the managers. Responsibilities are delegated appropriately to other members of staff, and the managers involve them in children's education by ensuring that all have some input in the planning. Although at present, children receiving nursery education lack opportunities to practise writing their name, and their achievement records are not always kept up to date. The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

The last inspection report recommended that the nursery ensure all incidents are recorded and parents are advised. It was also recommended that they ensure a procedure is available, should a child protection allegation or complaint be made against a member of staff, and that the Fire Safety Officer's recommendations be complied with. In addition, it was recommended that parents are informed of Ofsted's contact details.

The setting now has a procedure in place in the event of a child protection allegation being made against a member of staff, and an appropriate smoke alarm system has been installed, to ensure children's safety. Ofsted's contact details are now displayed on the parents notice board, and staff keep a record of any incidents that take place at the setting, and parents are informed, to safeguard children's welfare.

## **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 that an appropriate temperature is maintained throughout the day
- ensure the nursery is free from hazards
- ensure that the door to the stairs on the first floor is secure, to make certain that children are not able to leave this floor unaccompanied

#### **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):

- ensure children's achievement records are regularly updated
- provide further opportunities for children to practise mark making.

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)