

Windmill Day Nursery

Inspection report for early years provision

Unique Reference Number	502179
Inspection date	16 January 2008
Inspector	Lisa Patterson
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Registered person	Windmill Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Windmill Day Nursery has been open since February 2001. It operates from a detached house in the village of Thornton. The setting is in close proximity to the village centre, schools, library, health centre and so on. Children have access to two large downstairs rooms, which include separate changing facilities and a small bathroom, and three rooms upstairs comprising a main area, role play room and messy room. Toilet facilities are also available on this floor. There is an enclosed outdoor play area to the rear of the property with a large area laid to hard standing to the front.

There are currently 44 children on roll, of which 12 children are in receipt of funding. Children attend on a full day or sessional basis. The setting is open five days a week Monday to Friday, all year round excluding Christmas and bank holidays. Opening hours are between 08.00 and 18.00 hours.

There are 11 staff members, including a manager who holds a teaching qualification. Ten members of staff hold relevant qualifications. Ancillary staff are employed to carry out cleaning and cooking roles.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for appropriately if they are ill or have an accident because staff attend to them closely, for example, if they appear hot, staff check their temperature with a thermometer and adjust the heat and fresh air in the room. Accident and medication records are completed, though accident recording does not always maintain confidentiality and parental signatures are not always requested. The first aid box is not always appropriately stocked. Parents are now asked to give written permission regarding the administration of medication, which ensures their wishes are appropriately followed. Children learn to understand some simple health and hygiene practices through reminders to wash their hands at appropriate times and blowing their noses. Good hygiene is not always modelled by the staff and, at times, levels of hygiene place children at risk from infection.

Children rest and sleep according to their needs because staff work with parents and are proactive when babies are showing signs of tiredness. This ensures their needs are met in accordance with the parents' wishes. Children and babies have regularly washed, individual bed linen, which minimises the risk of cross-infection. Sleeping babies are not always closely monitored, which presents a risk to them.

Children are nourished because the cook and the registered provider work together to provide a sufficiently balanced range of food and drink on a seasonal four-week rota. Meal times are social occasions throughout the nursery with children seated together around tables. They devour large plates of lasagne with hidden vegetables and garlic bread, with fruit and ice-cream for desert. This aids the children's understanding of a healthy diet. Dietary requirements are understood by the cook who makes reference to the written list displayed in the kitchen when producing meals and snacks. This ensures food and drink is in accordance with the children's needs.

Children take part in physical exercise and benefit from fresh air on a daily basis. They are proficient in their use of pedal toys and move around the outdoor space with confidence, avoiding obstacles along the way. They are competent in the use of paintbrushes, pencils and other tools and develop coordination through playing with skittles.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a generally welcoming indoor and outdoor environment because they are able to self-select from easily accessible resources, though few of the picture and word labels remain intact which means that children have to look inside the boxes. Children benefit from plenty of natural light, particularly in the baby rooms, which promotes their wellbeing. Children's work is valued through displays, which promotes their self-esteem. Children are not attracted to and are often frustrated by some equipment which is worn, broken or inappropriate, for example, broken musical instruments, blunt pencils and inappropriate computer furniture. This decreases motivation for activities.

Children are cared for in premises that are risk assessed on a daily basis though hazards are not always dealt with in a timely fashion. While staff take appropriate equipment on outings, including a first aid kit, mobile phone and wrist reins, outing risk assessments are very brief. This presents a risk to children. Safety equipment is in place and children learn to keep themselves safe through staff reminding them not to run inside and to be careful when wearing dressing up shoes. This encourages them to take responsibility.

Children are not fully safeguarded because policies and procedures are not updated in line with current guidelines and are not always implemented appropriately. Staff have a satisfactory knowledge of the indicators of abuse and know to report concerns to the registered provider, though the policy is misleading about the nominated person. Incident records show, however, that staff are not always proactive in safeguarding children on collection. This puts children at risk from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well in to the nursery. They are given time for greetings and goodbyes, staff talk and sing to them when they are upset and they form strong attachments to their keyworkers and other familiar staff. They gain self-esteem through regular praise and encouragement and staff share the achievements of babies with excitement, for example, a baby made the sound of a monkey during a story and the staff member gave her lots of praise and excitedly told her colleague. Individualised planning is in place to enable children to progress at their own rate and to ensure there is a broad selection of activities on offer. There is a adequate range of spontaneous and planned activities and staff draw attention to activities outside the large windows, such as buses and people going past. This provides an experience which is individual to them.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge of the Foundation Stage curriculum and make use of observations to inform daily planning. There is a broad selection of planned activities, which relates directly to the stepping stones and covers all areas of learning, though these are often adult-led with a defined product. Continuous provision, everyday activities, such as lining up, snack time and the outside areas are also not always effectively used to promote learning and challenge understanding. Children persist with activities of interest to them, for example making binoculars, however staff often lack enthusiasm in their methods of delivery and fail to maintain motivation. There is a lack of attention to detail in the preschool unit, with labels incorrectly spelled, some inappropriate furniture and labels missing from storage. The music is often too loud for effective concentration. This decreases inspiration for children.

Staff have an adequate knowledge of the children on entry, gained from discussion with parents. Children often move up through the nursery so files are transferred and shared. Assessments are made every three months which is linked directly to planning for progression and records show satisfactory progress through the stepping stones. Children self-select from a range of easily accessible toys and resources and confidently talk about their friends, family and the school that they will be attending. They develop self-care skills through being encouraged to fasten shoes, and help themselves to water from the tap, though they are not encouraged to pour drinks at snack time. Language and literacy is developed through sharing stories with each other and staff point out and explain difficult words, such as 'catapult', to enable the

children to understand. Children enjoy singing songs and rhymes and play games with initial letter sounds. Effective use is not being made of the name recognition throughout the session. Children can recognise many shapes and are able to count to five. They measure the sticky tape and predict the length they will need to make their binoculars. Learning opportunities during routine activities, such as lining up or meal times, are not effectively utilised. Children are competent in the use of the computer and learn about the world around them through topics such as 'Around the World'. This promotes an understanding of the diverse society in which we live. They use scissors and other small tools with ease and the junk modelling allows them to express themselves creatively.

Children appear happy in the setting and join in with self-chosen and directed activities. They concentrate on activities and persist for extended periods, particularly in activities of their choosing, for example, painting in the messy room, using the construction toys and singing during carpet time. They take responsibility for their actions through sharing and taking turns, and are quick to say sorry if they have upset someone. Respect for toys and equipment is also encouraged through tidying up, though during activity sessions, books are left on the floor and stood on. Children generally respond well to high expectations of behaviour and give each other praise for a job well done. This provides a learning environment in which people are valued.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

Children are included in all aspects of the nursery because the staff gain a good deal of information about them from parents on entry, for example their routines, likes and dislikes and comforters they may use. There is an effective procedure for sharing information with parents on a daily basis and this works well in practice. Children with learning difficulties or disabilities are well integrated into the setting. Staff work well with other agencies to ensure they are well supported by their individual support plans. This ensures children's needs are met both developmentally and in accordance with their parents' wishes.

Children feel a sense of belonging as their work is valued and displayed, and reminders of home, including family photographs, are shared. They learn to value diversity through involvement in a wide range of planned activities, including the current topic of 'Around the World'. Children have made lamps for Diwali and lanterns for Chinese New Year and develop an awareness of different languages around the world. Children respond well to the high expectations of behaviour throughout the nursery. They are polite, kind and considerate, and there is a sense of mutual respect between staff and children. This creates an atmosphere in which everyone is valued for their individuality.

Partnership with parents and carers is good because staff ensure parents are kept fully up to date with children's achievements and the educational programme. Parents are invited to see their child's development file at least twice per year as part of parents evenings and may see it at any time on request. They are fully included in the life of the setting, from regular newsletters and completing surveys to involvement in the interviewing of prospective staff. Such parental contribution is important in working as a partnership for the development of the individual child.

Organisation

The organisation is inadequate.

Children are protected because robust recruitment and vetting procedures are in place. Staffing ratios are adequate, however, staff deployment is not always effective in ensuring children's needs are appropriately met. Staff in the baby room, for example, are left short-handed during nappy changes, which results in babies' care needs not always being adequately attended to. Staff are encouraged to attend further training and the provider also cascades training to the whole team, where appropriate. This ensures their knowledge is current.

All required documentation is in place but is often not completed in full or in line with regulations. Following discussion during the inspection, attendance registers and consent for medication are now appropriately completed. The accident and incident books do not, however, always maintain confidentiality, the complaints policy does not comply with current regulations and there is no complaints log to be made available to parents. Policies do not work well in practice because written policies are not followed, such as the written policy states that written permission will be requested regarding medication, and the outings policy states that consents for trips will be requested, though this does not happen in practice.

Leadership and management are satisfactory. The management team has clear roles and responsibilities. Through monitoring the setting they have a clear idea of the weaknesses they would like to address and have put in place measures to address these. Reasonable staff monitoring systems are in place, including informal observations and appraisals, which identify strengths and training needs. Planning and assessment are overseen by management, which ensures staff deliver a curriculum which covers all the areas of learning equally.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

During the last inspection three recommendations were made and a further six for nursery education.

Confidentiality was to be maintained with regard to the medication record, a risk assessment was to be implemented and the child protection policy was to be shared with parents. The provider now records medication on a separate page for each child. Risk assessments are made every day in each of the areas and the outdoor area is checked prior to use. Risk assessments for trips and outings are now in place, though these lack detail. Each parent receives a copy of the nursery brochure, which contains a copy of the child protection policy.

Nursery education

Planning was to show that all aspects of the early learning goals were covered, an improvement plan was to be developed and consistent behaviour management strategies were to be implemented in the preschool room. In addition to this, children were to be given opportunities to write for a purpose, to be offered more mathematical challenges, particularly calculating, and take part in whole body activities during the winter months. Planning clearly shows how each of the learning outcomes are covered and is differentiated for low and mid foundation level. The management team identifies weaknesses, for example, mathematics and ICT, and put in place measures to address these, though a formal improvement plan has not been created. Behaviour management strategies are consistent across the nursery and children respond well to the expectations. Children enjoy the allocated writing area in which interest is maintained

through the introduction of different tools, such as rulers, protractors and stencils, however, pencils are not always sharp which leads to frustration and children are not always encouraged to write their names for themselves. Provision for developing numeracy skills is still an area for improvement. Children participate in whole body activities during the winter months by accessing the covered and open outside areas.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted which required the provider to take action in order to meet the National Standards. The nursery was visited on 16 April 2007 concerning National Standard 6: Safety, National Standard 7: Health and National Standard 14: Documentation. Actions were raised and satisfactorily met by the registered provider.

The provider has not recorded all complaints made to Ofsted by parents. 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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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that the child protection procedures comply with those of the Local Safeguarding Children Board and that children are safeguarded at all times
- improve knowledge and understanding of the requirements set out in regulations and maintain appropriately all required documents, policies and consents

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- provide a suitable level of challenge for children throughout the day to maintain motivation and inspire
- make more effective use of continuous provision, everyday occurrences and the learning environments, both inside and out, to promote learning in all areas

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