

Windmill Day Nursery

Inspection report for early years provision

Unique Reference Number 502179
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Inspector Ferroza Saiyed

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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 satisfactory. The registered person meets 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 54 children on roll, of which 23 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. The setting has provision to support children with learning difficulties and disabilities.

There are 13 staff members, including a manager who holds a teaching qualification and the Early Years Professional Statues 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 remain healthy as they follow appropriate hygiene practices. They attend to their personal needs in the bathroom and staff remind them to wash their hands, providing assistance if needed. staff are always thorough and consistent with regard to other personal care routines. For example, attending to children's runny noses. There are clear procedures in place to maintain appropriate levels of cleanliness, which in turn minimise the risk of cross-contamination and infection. As a result, children are able to play in a clean environment without risk to their health. Children are appropriately taken care of if they have an accident or become ill. Medication, accident and existing injury records are routinely countersigned by parents to promote children's continuing care. Children's healthcare is adequately managed when staff liaise with parents, obtain additional information and agree appropriate procedures to follow in an emergency.

Children enjoy snacks and meals that are nutritious. Food is offered at regular intervals during the day so children's energy levels are maintained affectively. Meals and snacks are prepared freshly each day with menus planned to include all food groups. Vegetarian and other special dietary requirements are taken into account. There is a secure system in place to ensure all dietary requirements for each child are complied with, including account taken of preferences and allergies. Information of this sort is fully shared and a list is available in the kitchen for staff to check so children's health and well-being are promoted. Children enjoy their pizza and vegetables for lunch. Children are helped pour their own drinks from the milk jug, during snack time. However, water is not always available for some children. Therefore, children are not learning to recognise own needs for a drink.

Babies are encouraged in their physical development as they sit up and start to learn how to move towards toys that are placed near to them. Indoor activities, such as singing action songs, provide further opportunities for children to enjoy being active. This means that children's physical health and development are encouraged well.

With regard to nursery education there are various interesting activities planned and a satisfactory range of resources used to appropriately promote children's overall physical development as they take part in daily activities outdoors. Plans show how physical play in the fresh air is encouraged outdoors twice a day. Children show appropriate control as they ride bikes and take part in physical activities which involve running, stopping, starting and changing direction as they learn to manage their movements. They practice their fine motor skills as they use scissors and small tools to increase their hand and eye coordination and to practice those skills needed for writing and pencil control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children make choices from a selection of quality resources of which there is a wide variety to support the activities provided. These include art and craft, construction, dressing up and messy resources. Children aged from two years have their own base room in which there is a lovely book or quiet corner, divided by organza drapes which shimmer and provide an inviting area to sit, read or have a quiet time. The babies aged under two years have their own base room which has the resources at floor level, to enable children to reach and explore the colourful interactive toys.

Children play in a safe environment in which they can make choices regarding the activities they wish to take part in. They are reminded to be careful and to listen therefore, taking some responsibility for their own safety. There are risk assessments and daily checklists in place. All the required security features are available and in place. Fire safety precautions are in place. However, opportunities are not provided for children to learn about fire safety through the practising of the emergency evacuation procedure, which means children's well-being is compromised. Children are kept safe on outings as adult to child ratios are maintained, permission is obtained from parents and documentation is in place.

The combined knowledge of the staff team contributes to the children's well being in case of child protection issues. They have all recently attended training and are aware of the need to record and report their concerns. The policy has been updated with changes in recent legislation and the details of the Local Safeguarding Children Board are recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years, experience a wide range of stimulating activities. The activities planned are short and appropriately reflect the concentration span of the children. This holds their interest and ensures they are fully occupied and engaged throughout the sessions. They are able to walk or crawl and self-select resources from the easily accessible low-level shelves around the room. There are exploratory and sensory opportunities for the younger children, such as play with natural objects in a 'treasure basket'. Staff in this room interact extremely well with the children, making eye contact, laughing, cuddling them, talking to them continually, and providing a calm and trusting environment where the children are settled and happy. Children are familiar with many songs and the younger children join in, being encouraged to clap and babble, developing their sense of belonging in the group.

Children benefit from the selections of free-play activities that are on offer which stimulate interest to acquire new knowledge and skills. Relationships between staff and children are extremely well nurtured. Children thoroughly enjoy their music sessions during which they sing with gusto using the appropriate actions; for example, they sing, 'Miss Polly' and 'Baa Baa Black Sheep'. Children enjoy their time at the nursery because of well thought-out planning of activities by staff. Children are well behaved, they develop confidence and their self-esteem is enhanced as they are praised and given encouragement, for example, when a child helped another child on the bike during outdoor play. Staff and other children recognise their achievement and offer lots of praise and encouragement.

School-age children are sociable and confident in the setting. Staff know the children well and provide appropriate levels of support to their play. Some games and activities are organised

by adults and more closely supervised. Other activities provide children with opportunities for imaginative and independent play. They are actively occupied and interested throughout the session. Children are cooperative and play well together in all areas. Staff plan an age-appropriate range of activities to interest the children. Creative play includes use of varied materials which children competently cut out, design and construct with.

Nursery education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress as staff have a growing understanding of the Foundation Stage. Staff plan a variety of activities that support learning. Weekly enhancement plans are suitable and logical; however, the evaluations for the focused activities lack detail. There are procedures in place for assessing and recording children's progress but to date these are in the early stages. Each staff has a key group of children and informal notes and observations are transferred into children's assessment files that store mainly paintings and some observation sheets. Although some information is recorded on children's progress, it is not always accurate or used well to plan and establish the next steps of learning.

Staff interaction is mostly positive and encouraging, however, staff ask mostly closed questions and therefore, children's thinking is not promoted. Many opportunities are missed during free play and adult-led activities for children to develop key skills to check out what children know and are learning. For example, when children make models of their house, staff do not give children the opportunity to explore different types of house people live in, or the size, shapes and colours.

Children develop their independence when wash their hands and help with the tidying up tasks. They sit and listen during circle time and show respect and care for each other as they take turns at using the scissors, glue and cutters. Children chatter to each other as they discuss what they are doing and use their developing skills to communicate their thoughts. They develop the early skills of reading and writing as they access the book corner and mark making area. Children support each other when completing simple programmes on the computer, offering advice, and helping each other. Children are confident in expressing their needs as they ask for the toilet and talk about themselves, their families and holiday. One child shared wedding photographs of her family and things that matter to them.

Children enjoy positive relationships as they play purposefully and approach staff with confidence. Children are confident in their use of numbers, counting competently to 10 and above. They enjoy using the computer and manage the mouse effectively to work the programs. They develop a sense of time as they talk about today, yesterday and tomorrow. Children develop a sense of community and place as they learn about different cultures and family lifestyles. They enjoy using their exploration and investigative skills as they handle malleable materials. Rhythm and sound captivate children's imaginations. They also enjoy singing as they sing loudly and confidently during circle time. Overall, children make sound progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children are developing their awareness and understanding of diversity. They have access to a very good range of resources which reflects these areas. Activities and discussions about diversity help to reinforce their learning and understanding of the diverse society in which they

live. Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Activities are adapted when required to ensure an inclusive environment is provided. Staff work consistently with parents and other carers to provide continuity of care, thus working in the best interests of the children.

Staff set boundaries and guidelines which enable children to take responsibility for their own behaviour, taking into account the age and stage of development of the child. Children learn to manage their behaviour because staff use positive strategies, such as using praise to reinforce good behaviour, and because they act as good role models. Children use manners, which are actively encouraged by staff. For example, children say 'excuse me' before interrupting their peers and staff.

Parents receive a written account each day about their child's general well-being, diet, activities and if relevant, sleep patterns and nappy changing to ensure they are aware of these. Informal discussions take place, usually at collection time and these ensure parents are informed about their child's day. Children benefit from the well-established, informal relationships between the staff and their parents.

Partnership with parents and carers is good. Children's sense of security and belonging is being fostered through the partnership between staff and parents and as a result, children are forming close and trusting relationships with the staff. A key worker structure has just been developed, where parents can talk to key staff about their child's development and progress. Development folders store children's artwork and assessment records, which are shared with parents regularly and at parents' evenings. Staff provide opportunities for parents to participate fully in their child's learning and the in the life of the nursery. Children and their parents are made very welcome by the staff and easy informal discussions ensure that all information relating to the children is successfully exchanged, which results in their needs being effectively met.

Children's spiritual, moral, social and cultural development is fostered. They enjoy positive relationships with each other and staff. For example, they help and support each other during play. They are learning about the community and other cultures as they engage in activities to promote their understanding.

Organisation

The organisation is satisfactory.

Children benefit from an environment that is very well organised to meet their needs. A key worker system has been developed. Staff deployment, ratios, supervision and procedures ensure children are safe, are secure and can play and learn in a child-centred environment. Staff are qualified and experienced and further develop their understanding of childcare issues through attendance at a variety of different training events, predominantly delivered by the local authority. There is some continuity of care and some staff have worked alongside each other for many years and they work very well as a team. Documentation is in the main organised. Records are stored safely and securely and promote confidentiality.

Leadership and management is satisfactory with staff being led by a management team who are aware of some of the strengths and weaknesses of the provision. Staff meetings are held to address issues and to identify changes necessary to improve the care and education practice. There are appropriate staffing procedures in place, for example, management supervision and induction, to ensure staff meet children needs. Staff intend to ensure that the provision provides

quality experiences for the children. Staff are actively involved in decision-making, which contributes to a varied educational programme that meets the needs of children.

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

Improvements since the last inspection

At the last day care inspection two actions were raised to improve understanding of the requirements set out in regulations and to ensure that the child protection procedures comply with those of the Local Safeguarding Children Board. The register providers have updated all policies as required in the regulation. There is now a procedure in place which complies with those of the Local Safeguarding Children Board.

At the last nursery education inspection key issues were raised to improve the quality of teaching and two areas of learning. The provider now ensures opportunities for children to effectively use the continuous provision and staff provide suitable level of challenge for children.

This has further improved children's welfare and enhanced their learning.

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

The quality and standards of the nursery education are satisfactory.

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):

- drinking water to be readily accessible all the time
- provide opportunities for children to learn about fire safety through the practicing of the emergency evacuation procedure.

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):

- develop planning and assessment procedures making sure that staff use effective teaching strategies to extend children's learning and use the information gained from their observations to effectively plan what the children need to learn next
- ensure staff interact consistently to promote the children's development 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