

# Windmill Hill Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346757
<b>Inspection date</b>	07 May 2008
<b>Inspector</b>	Susan Patricia Birkenhead
<b>Setting Address</b>	Windmill Hill Cp School, Norton Hill, Windmill Hill, Runcorn, Cheshire, WA7 6QE
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<b>Registered person</b>	Windmill Hill Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 Hill Nursery is part of the Children's Centre which opened in 2007 to serve the local and surrounding areas of Windmill Hill as part of the local children's centre initiative. The centre comprises of a day nursery and out of school club. The nursery is open each weekday for 51 weeks of the year from 08.00 to 18.00; the out of school club operates from 08.00 to 09.00 during term time and 08.00 to 18.00 during school holidays. Children are cared for within the five designated rooms within the purpose built Children's Centre within Windmill Hill Primary School, Runcorn in Cheshire. The centre is managed by a committee made up of parents, the head teacher and governors of the school. The 'Area Network Managers' are responsible for the additional services which are currently being developed and at present include a parent and toddler group and Peer Early Education Partnership (PEEP) group weekly. These groups are accommodated in the community room within the children's centre. A maximum of 40 children may attend the nursery at any one time and there are currently 47 children on roll between the ages of one year and four years old. Of these 37 are in receipt of funding for nursery education. A maximum of 20 children may attend the out of school club which operates flexibly according to demand for places, as a result there are no children currently on roll. All

children share access to a secure enclosed outdoor play area. The setting welcomes children with learning difficulties or disabilities and those who speak English as an additional language.

The committee employ a nursery manager who holds a relevant early year's qualification. She oversees the day to day running of the nursery and out of school provision and works closely with the management committee. In addition six staff are employed to work between the day nursery and out of school club. Most of the staff have early year's qualifications to level two or three and some are attending additional training. The Qualified Teacher support (QTS) employed by the school supports staff in the monitoring and development of the pre-school education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is effectively promoted because high priority is given to promoting hygienic practises from a young age. They effectively learn that washing their hands before handling food and brushing their teeth after meals keeps them healthy. They confidently explain that they 'get germs on their hands which can make them sick if they are not washed'. They learn the importance of keeping the environment clean and enjoy assisting staff in cleaning routines, such as wiping the tables and disposing of rubbish in the bin independently. The informative sickness policy reflects the positive procedures and information regarding infectious illness is on display. Therefore, children are cared for within a very healthy environment that effectively protects them from the risk of infection. A consistent approach is in place for recording accidents, incidents and medication and records generally contain the necessary detail. A high proportion of staff are qualified in first aid, and designated first aiders are deployed. Appropriate first aid materials are accessible for effectively treating minor injuries within each room, which further safeguards the children's welfare.

All children enjoy the very good menu of healthy meals in conjunction with the school taking into account the children's dietary requirements. The setting is committed to providing healthy breakfasts, snacks and high teas. As a result children have regular access to fresh fruit and other nutritious foods during their day. Staff follow the dental health guidance and as a result the nursery has received the 'Gold award'. They discuss and display aspects of a healthy lifestyle and as a result children develop a good understanding of foods which are good for them and those which are not. Children develop excellent self-help skills and socially interact during meal times from a young age. They actively assist in setting the tables, serve their own meals and eagerly contribute to clearing the tables. The pre-school children occupy the designated area within the school hall for their lunch and demonstrate excellent skills in line with the school self service procedures. Drinking water is available within the rooms for children to access independently or with support. In addition regular drinks are made available for children who play outdoors during the warmer weather. As a result children remain refreshed and hydrated throughout their day, and develop excellent independence skills.

Children take part and enjoy many worthwhile opportunities to promote the development of their physical skills indoors and outside. They ramble through the woods when visiting the local forest and take walks within the local community. They use the apparatus outdoors and complete circuits of the 'mini gym' established in the school hall to develop their balancing and climbing skills. During the 'dance magic dance' sessions they learn to express themselves through movement using different props. Their fine physical and manipulative skills are promoted well.

They use one handed tools to dig in the garden, brushes, rollers when painting and experience different texture as they manipulate the play dough or plasticine. Children learn about the effects that rest and physical exercise has on their overall well-being through the topics followed and staff discussion. As a result children develop confidence, enjoy moving with control and develop their coordination well.

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

The provision is good.

Children benefit from the good use of the facilities which are used flexibly to accommodate demand for places. The provision of a sensory room allows children to explore their senses on an individual or smaller group basis and sleep undisturbed. The exceptional displays of information, children's art work and photographs contribute to the very warm, welcoming environment. Children are very confident and know the routine extremely well. For example, they make their way to the breakfast table on arrival, escort the inspector to the school hall at lunch time and talk about the procedures they follow. Children access the well organised indoor and outdoor play areas. This enables them to explore and take risks because staff are deployed effectively, ensuring children are always well supervised. They are cared for in individual age related group rooms which they occupy at certain times throughout their day contributing to their security.

The nursery have very good systems for ensuring the safety of children and the premises at all times. Clear procedures for the collection of children include the use of passwords for extra protection. The electronic systems and information on display for securing the entrance means that all persons entering the building are monitored closely. There is a designated health and safety officer who takes responsibility for regular audits, which incorporate effective procedures during outings. Equipment, such as finger guards to the doors, socket covers and many good procedures in place reduce potential risks to children. They learn about keeping themselves safe and confidently respond with enthusiasm when singing the 'stranger danger' song further supported by the involvement of the visiting police officer to talk to them. Staff are vigilant about safety and make children aware of potential hazards explaining the consequences of their actions clearly. For example, they are reminded to sit at the table when eating their apple because it is dangerous to walk around eating. They take part in regular emergency evacuation drills which staff document and procedures are clearly on display in all nursery areas.

Children of all ages have access to a wide range of good quality play materials that are safe which generally promotes all areas of their development. However, the range of wheeled toys in the outdoor play area is somewhat restricted for the number of children attending. They develop their independence well as they make choices about their play both indoors and outside. They self-select toys and equipment from those on offer as well as select from the low level storage units which are clearly labelled with pictures and words to reflect the content.

Children's welfare is safeguarded very well because the staff have a clear understanding of the indicators of abuse and the role they play in protecting children. The manager who has completed the necessary training assumes the role of the designated child protection officer. Up to date reference materials and safeguarding procedures are on display and contain the necessary contact details. In addition the child protection policy is available for staff, parents and carers.

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

The provision is good.

Children are extremely happy and settled because staff are committed, enthusiastic and work very well together as a team. They are made to feel welcome by staff on arrival and children separate from their parents and carers confidently. Children are developing good relationships with staff because of the key worker system and are confident to approach staff for help and support. As a result, children eagerly participate in play and activities and are becoming competent learners. Children are keen and eager to learn and they make good use of all activities and play opportunities according to their age and stage of development. They have opportunities to select play materials which means they begin to take responsibility for their own learning and enjoyment from a young age. In addition they all come together at certain times, such as outdoor play and breakfast time. As a result they show interest in all they do.

Children freely explore their environment with interest. They use their imagination well as they pretend to be a hairdresser, inviting staff and children to have their hair washed and brushed. They build and design using various construction materials and proudly share their achievements with staff. They learn about texture as they manipulate the play dough, mix batter to make pancakes and chop vegetables to make soup. Younger children select from the picture cards associated with their favourite songs, allowing them to make some choice when verbal communication is more limited.

Children enjoy the outdoor play area, which is part of the continuous provision and offers a range of activities including an area to dig, sand and water, and climbing apparatus. Activities are planned around themes, such as 'growing' and approached with some consistency throughout the nursery, although a more flexible approach is maintained in the toddler room. Planning is often extended to incorporate activities initiated by the children and address opportunities more spontaneously. For example, the matching leaves activity with the toddlers results in children wanting to make flowers. Children of all ages access a good range of creative experiences where they explore their senses. These include making 'mud pies' and taking part in the 'mega mess' opportunities organised. As a result, children positively benefit from the broad range of play and activities planned to promote their learning, overall development and enjoyment.

### **Nursery Education.**

The quality of teaching and learning is good. The pre-school manager effectively leads the staff team who receive good support from professionals employed by the school. They work closely together to plan, monitor and extend the children's curriculum. As a result, staff develop a secure understanding of the Foundation Stage and how children learn. Interesting themes and the inclusion of all areas of the curriculum are considered when preparing written plans, but these do not make reference to the specific areas of learning. Staff use open ended questions and positively interact to further extend the children's learning. Activities are evaluated and the children's 'learning journeys' include observations, assessments, photographic evidence and individual reviews which highlight the next steps in their learning. Staff use this evidence to monitor children's developmental progress and assist in planning for their individual learning. However, not all entries are dated or linked to the Foundation Stage curriculum and parents are not consulted about their children's starting points on entry to the pre-school.

Children are very motivated to learn and show interest in the many worthwhile opportunities. As a result, they are making good progress towards the early learning goals. Their communication skills are developing well as they confidently interact during circle time, answering questions

and sharing their experiences. Children show a good understanding of the use of letters. They have fun learning letter sounds using flash cards, associating them with familiar pictures and then putting them in the pan of 'silly soup'. Mark making materials both indoors and outside supports children's understanding that marks carry meaning. As a result, some children proudly show competence in writing letters of their name. This positively contributes to the development of their reading and writing skills. During circle times children demonstrate a good level of interest in books. They independently select books for staff to read and learn new words as they discuss the story of the 'Hungry caterpillar'. They interact well and enthusiastically take part in the 'Bear Hunt', which positively encourages their understanding of positional language as they move their arms over, under and through.

Children are clearly developing their understanding of number in everyday situations. Subtraction skills and recognition of written number are developing as children sing songs using the interactive white board. They dig the patch of soil to search and count the potatoes and other vegetables hidden by staff. Children engage in many worthwhile opportunities to express themselves creatively. For example, they demonstrate their observational skills to reproduce the work of well known artists, such as 'Monet', and consolidate their learning further by taking a trip to the art museum. Children develop their understanding of the natural world as they plant sunflower seeds and recognise how sun and water make them grow. They use technology as part of the continuous provision of resources and enjoy exploring their environment using the metal detector. They are becoming proficient at using the nursery's digital camera to record activities and events which are on display. Children enjoy music and sound as they take instruments outdoors and participate in activities led by the staff. They also develop their learning independently as they create sounds by banging the 'boom wackers' on the wall and other surfaces asking adults if they like the tune. This promotes their learning of rhythm in a fun way.

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

The provision is good.

Children are helped to consider and value diversity through the range of resources and posters on display that promote positive images of race, culture, gender and disability. They celebrate various festivals for example Christmas, Easter and Chinese New Year through the planned creative experiences, discussion or by sampling foods from different cultures. Where necessary staff foster positive links with children's own language which has resulted in parent's translating some commonly used words. As a result the children's understanding of the wider world and respect for different cultures is positively extended.

The designated 'special education needs coordinator' (SENCO) employed within the setting and staff work extremely well with parents, carers and outside agencies. For example, the setting provides one to one support by using agency staff, implements a system of picture cards to aid communication and uses specialist equipment for children with a disability. The 'learning story' is used to monitor and record children's progress and effectively plan for the next steps in their learning. Staff have regard to the 'code of practice' when assessing the children's individual needs and produce Individual Educational Plans (IEP's) or behaviour management plans in consultation with parents and carers. Staff show considerable dedication to children with additional needs and work hard to develop a network of support to enable them to have a full and active part in all activities. As a result an inclusive environment for all children is well established.

Children are very responsive to staff who provide good role models because they approach situations calmly and treat children, parents and carers with respect. Staff positively intervene to resolve minor disagreements and as a result quickly reach a successful conclusion. Children receive lots of positive praise and encouragement for their good behaviour, attempts and achievements. Methods used include regular verbal praise using words highlighted on the '21 ways to praise' poster, such as 'brilliant', 'terrific' and 'good job'. They provide children with many rewards which include stickers, 'star of the week' and 'good work' certificates. This means staff promote the development of children's self-confidence and self-esteem extremely well. The 'friendship chart' provides opportunities to record children's names against tasks associated with being kind to others and developing friendships. This means children are developing consideration for others. Children learn to use their manners well and politely ask 'can I get past please' if adults are in their way. Pre-school children are instrumental in the development of the 'Golden rules' on display. Staff invest time in encouraging them to play cooperatively which means they learn to share and take turns. As a result children often inform staff 'I am sharing now', therefore consolidating their learning and developing a greater understanding of acceptable behaviour. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. The information about the setting and local initiatives available to parents is very good. This includes the 'A to Z' of nursery practices and policies, the rules and conditions which refers to the foundation stage curriculum, and the regular newsletters. Parents contribute by completing the registration forms which outline the children's personal information, consent to aspect of care or activities and health needs. Parents receive regular verbal feedback and for children who attend all day a completed 'day sheet' outlining their child's day and well-being is given to parents. The 'open door' policy means that parents can discuss their child's progress and have access to their 'learning journeys' at any time. In addition specific days are organised when parents can come in to discuss the content and contribute their own comments by choice. Therefore, parents are kept informed of how their children's learning is promoted within the setting. The parents share positive and complimentary comments during the inspection about the nursery and their children's progress. They recognise the benefit of working closely with staff to provide consistency at home and value their support. The necessary procedures are in place for the recording and handling of complaints which parents can see on request. The compliment- suggestions forms which parents complete enables the manager to respect their views and involve them in making changes to practices considered necessary.

## **Organisation**

The organisation is good.

The robust procedures for the recruitment of all staff, the good staff ratios deployed and the high number of qualified staff contributes to the children's protection and good standards of care. Regular appraisals provide opportunities to discuss performance and additional training needs. Staff are very committed to attending additional short courses or further develop their professional qualifications. For example, the pre-school leader is currently studying to achieve the Early Years Professional Status. As a result they keep up to date with changing initiatives which benefit the children's learning.

The detailed written policies, procedures and the operational plan provide a detailed account of the nursery practices in meeting the National Standards. Policies are regularly reviewed, dated to reflect when changes are made and shared with the staff who sign to say they have read them. All documentation is in the main in place and maintained to a good standard.

However, on occasions parents have not acknowledged entry to the medication record by signing.

The leadership and management are very good. The registered persons and the nursery manager are clear about their individual roles and recognise the importance of continual development. Very good relationships are developed with the qualified teacher support (QTS) and Early Years teacher employed by the school. As a result the pre-school curriculum is continually monitored and evaluated to ensure the needs of the children are met. Individual responsibilities are delegated to the senior staff effectively. Regular staff meetings and management meetings with the committee contribute to the effective management and development of the setting.

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

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

Not applicable

### **Complaints since the last inspection**

Since registration 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):

- further development the provision of outdoor play materials
- ensure parents sign against all medication administered to their child.

#### **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 children's Learning Journeys and ensure the planning of activities are linked to the Early Years Foundation Stage curriculum (also applies to care)
- develop a system for recording the children's starting points on entry to the pre-school.



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