

Windmill Pre School

Inspection report for early years provision

Unique reference number EY367651
Inspection date 03/10/2008
Inspector Paula Jane Hayhow / Susan Ennis

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Windmill Pre School opened in 2008 at its present location and operates from a self-contained setting in the grounds of Templefield Lower School in Flitwick, in Bedfordshire. It is a committee run group. Ramps to the entrances mean that the premises are easily accessible. Children have access to a fully enclosed outdoor play area.

The setting is open each weekday during term-time and there are two sessions running from 09:15 to 11:45 and 12:45 to 15:15, with the option of a lunch club between 11:45 and 12:45. There are 24 places for children in the Early Years Foundation Stage and there are currently 37 children attending who are within this age group. The group is only registered on the Early Years Register. Most of the children live locally. Twelve children attend other settings such as private nurseries and childminders.

There are eight permanent staff members. Of these, six, including the manager, hold relevant childcare qualifications. One staff member is working towards a recognised childcare qualification.

Overall effectiveness of the early years provision

Overall, Windmill Pre-school makes good provision for children in the Early Years Foundation Stage. The flexible approach to planning takes account of children's individual needs and developmental stages. This is through ongoing observations which identify children's next area of learning. The staff provide a stimulating and challenging environment for all children ensuring that they thoroughly enjoy their time at the pre-school. Staff build secure relationships with children, knowing them well and making sure that they can all participate meaningfully in the activities and daily routines of the setting. The manager works alongside staff reviewing practice, realistically identifying the setting's strengths and areas for improvement. She does this through peer group observations, evaluation of pre-school practice and action plans identifying areas for further development. She has clear aims for continuously improving the practice of the setting and thereby ensuring that children are offered positive play and learning experiences.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that records of appropriate suitability checks are of the correct level and readily available to the inspector
- develop further the initial assessments of children so that these are used to influence the planning of activities and play opportunities to meet their individual needs.

The leadership and management of the early years provision

Comprehensive policies relating to safeguarding children ensure that their welfare is promoted and they are well protected. There is a generally effective recruitment system to check that all staff, students and helpers are suitable to work with children. There are sound procedures for inducting staff with all carers being made fully aware of their role and responsibilities. However, evidence of some suitability checks show they are not carried out to the correct level and this could potentially affect children's safety. The provider has implemented systems to monitor and evaluate the provision, and to ensure that improvements are made where necessary such as devising their own self evaluation forms and raising action to be completed on an ongoing basis. Staff have developed posters around the play room suggesting relevant questions and vocabulary to extend children's learning. The manager and staff work well with parents and carers and ensure that there is a clear and thorough exchange of information in order to promote children's learning and development. The setting maintains good links with the local school and there are planned systems being explored to develop the partnership with carers of other setting attended by the children, thus helping to promote consistency of care.

The group have devised clear and practical policies which are implemented on a daily basis supporting the efficient and safe running of the setting. All staff are aware of the need to maintain security of the building and implement the sound and concise procedure for the safe collection of children. The manager and staff have procedures in place ensuring that hazards are minimised and that children can move around independently, freely accessing their chosen activities. This is managed through a thorough yearly risk assessment of the premises, garden and trips as well as daily safety checks of areas inside and out. The manager maintains and promotes a positive attitude to feedback. For example, questionnaires distributed to parents, carers and staff, the results of which is shared and actioned for further improvement of practice. Good pre-school practice is discussed and reviewed with other providers in the vicinity leading to improvements in the quality of care for all children.

The quality and standards of the early years provision

Children are provided with a stimulating and interesting range of activities and resources which enable them to make solid and measured progress towards the Early Learning Goals. The staff are well trained with a good commitment to improving their child care knowledge and flexibly adapt the activities to meet each child's unique way of learning. Planning is based on sound observations and assessments of the children including an 'All about me' sheet which gathers information from parents about their child's likes, dislikes, pets and favourite toys. However, there is limited information relating to each child's individual learning and development which therefore does not inform the planning of appropriate activities when a child first starts.

Staff support children well and encourage them to be active in their learning and to

think critically. For example, they follow children's lead in their play extending their understanding through appropriate questioning. They make informative suggestions and give clear developmental appropriate explanations of the world around them such as discussing the weather, how rainbows occur and measuring the rainfall from the water collector in the garden. This consistent support offers children the reassurance to express their own ideas. For example, during registration, children developed their understanding of hospitals, emergency vehicles, and who they would see on a visit there. This led onto children confidently telling the group about their experiences and the arrival of their new baby. This was further extended in the role play area which was set up as a hospital. The comprehensive planning of the environment and the presentation of resources encourage children to explore and promotes their learning and development. For example, children routinely find their correctly sized boots before planting and tending their gardening patch. They measure the sunflowers and are waiting to harvest the pumpkin in readiness for Halloween. Children explore their creative development through the free choice of resources such as selecting a cardboard tube excitedly informing staff that they are making a telescope for their grandparents to watch the stars. They are developing their confidence and independent skills through activities such as pouring their own drinks, packing away their crockery after snack time and choosing their activities which they routinely pack away when finished.

The staff have a good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves such as sitting sensibly at registration time, taking turns responsibility on scooters and bikes and saving places for friends on their arrival. Staff ensure that children are nourished through well balanced snacks and learn about healthy exercise and diet through regular discussions. The staff have a sound understanding of child protection and are able to implement their policies appropriately.

Annex A: record of inspection judgements

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

Overall effectiveness

| | |
|---|------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Good |

Leadership and management

| | |
|---|------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Good |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Good |

Quality and standards

| | |
|---|------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Good |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Good |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or 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.