

Windmills PreSchool

Inspection report for early years provision

Unique reference number	250138
Inspection date	12/12/2008
Inspector	Lucy Showell
Setting address	Dorridge Methodist Church, 135 Mill Lane, Dorridge, Solihull, West Midlands, B93 8DX
Telephone number	(01564) 770 775
Email	
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

Windmills Pre-School opened in 1970. It is a privately owned setting operating from Dorridge Methodist Church in Dorridge, Solihull. Facilities include indoor play areas, kitchen, toilets and storage space which are arranged at ground level and a fully enclosed outdoor play area. The pre-school serves the local community and surrounding areas.

This provision is registered by Ofsted on the Early Years register. A maximum of 26 children who are within the Early Years Foundation Stage (EYFS) age group may attend at any one time. The group opens four days a week on a Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09:30 until 12:00. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. The setting employs eight members of childcare staff who work varied hours exceeding the ratios and 50% qualified staff requirements. There are three members of staff who hold recognised early years qualifications, one member of staff who has qualified teacher status and five are working towards a Level 3t early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Windmills Pre-School makes excellent provision for children in a successfully relaxed and homely environment. All children flourish with the support, care and dedication demonstrated by each member of staff and highly valued partnerships with parents and others ensures individual needs are closely met. The proficient and accurate systems of monitoring and assessment show considerable capacity to maintain continuous improvement. Fresh and resourceful ideas implemented by staff, following identification of further improvements, enables the setting to accomplish the outstanding quality that they strive for.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the deployment of staff to respond to the flow and movement of children between indoors and outdoors.

The leadership and management of the early years provision

The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision and to safeguard children. For example, extensive risk assessments are carried out and recorded affectively, daily

records are accurately maintained and all policies and procedures are read and agreed by staff, parents and committee members as part of the regular review process. Robust recruitment and vetting procedures and continued professional development support the high motivation of staff ensuring children are cared for by enthusiastic and valued adults.

The staff have successfully addressed recommendations raised at previous inspections to promote ongoing improvement and extend opportunities for children's learning. The constructive methods of self-evaluation have enabled the valued opinions of staff, parents and others to be listened to and acted upon. For example, extensive questionnaires inviting honest views and comments are completed and the responses, with any actions taken, are shared verbally, within newsletters and on notice boards in a confidential manner.

The excellent leadership, management and staff relationships promote efficient team work. All staff are proactive in the implementation of their roles and daily responsibilities. For example, preparation is completed without intruding on the children's activities and continued use of initiative ensures all areas of the premises remain safe and secure throughout the session. Cohesive staff deployment ensures children are closely supported and supervised and are kept active and involved. However, due to the layout of the building, some staffing constraints may restrict free opportunities for outside play. Key persons, whose hours are agreed to link with children's attendance, are assigned to individual children to ensure their needs are met, to monitor their development and to form notable relationships with parents.

The considerable importance the setting gives to the partnership with parents is inspiring. All parents, carers, grandparents and siblings are clearly involved and express pleasure in the 'real community feel' at the pre-school where there is always a 'warm welcome and friendly face'. Parents are very comfortable within the setting and are often observed reading and playing with the children, sharing their expertise at purposeful sessions and are invited to many special events throughout the year. For example, several family members took part in the successful Christmas concert and others have attended sessions to share information with the children about their differing cultures, home languages, festivals and traditions.

The pre-school is highly committed to providing a fully inclusive provision and go over and above to ensure that all children's needs are met. Children with learning difficulties and/or disabilities are fully involved at the setting as staff seek advice, support and welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

The quality and standards of the early years provision

Children's welfare is extensively promoted within this highly safe and secure environment. Staff's proactive, consistent and efficient systems for monitoring safety ensure that children are not at risk. Children learn about their own and others safety through purposeful experiences such as trips to the local level-

crossing where they discuss and observe appropriate safety practices. Staff maintain a very clean and hygienic environment. Children are successfully encouraged to develop their own personal hygiene skills such as independent toileting and automatically washing their hands before meals. They learn the importance of healthy eating as they choose freely from a variety of savoury snacks, select and cut fresh fruit supported by a member of staff and pour their own drinks skilfully during a very sociable break time.

Children eagerly enter the pre-school, place their book bags and coats by their unique label and receive a warm welcome by their key person. Considering the children are mostly only two or three-years-old, their independence skills are excellent and they show an impressive level of responsibility for their age in the way they behave towards each other. For example, they show care and concern if one of their peers is absent. There is a true sense of belonging as the children immerse themselves in their surroundings with anticipation of what is to come. During the inspection all children are involved, in their own way, in a delightful Christmas concert. Each child comes dressed as an 'important' character and either takes part centre stage and full of confidence or sits with a family member in the audience playing a musical instrument and joining in with their favourite songs.

All children thrive in this vibrant and child-centred atmosphere. They thoroughly enjoy the resourceful balance of adult-led, freely-chosen and child-led activities. The space is imaginatively organised allowing children to explore and investigate the wide ranging experiences on offer. Staff skilfully interact with the children extending discussions and challenging the children with realistic achievements across the six areas of learning and development. They have clear and considerate knowledge of individual children which is informed by valuable systematic and spontaneous observations and assessments and is used efficiently to plan for their next steps for future learning. Planning is very flexible and activities and experiences are adapted to reflect children's interests. For example, the role-play area becomes a garage where children pretend to be mechanics and mend the pre-school's cars and fill them up with petrol and outside children show their inquisitive side as they look for mini-beasts around the tree and are fascinated when the next day the 'worm man' arrives with a fresh supply for them to investigate.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.