

Windmill Day Nursery

Inspection report for early years provision

Unique reference number	EY281008
Inspection date	11/02/2009
Inspector	Christine Holmes
Setting address	Wheatfield Way, Hinckley, Leicestershire, LE10 1YG
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Windmill Day Nursery is part of Asquith Court Nurseries Limited and was registered in 1991 and re-registered in 2004. It operates from a purposely designed single-storey building on a business park on the northern outskirts of Hinckley in Leicestershire and serves the local community. There are five play rooms available for the children with bathroom and changing areas. There are two separate outdoor play areas with hard and grassed areas as well as fixed climbing equipment over a soft safety surface.

The setting is registered to care for a maximum of 104 children at any one time. Currently there are 179 children aged from seven months to four years on roll. These include 54 children who are in receipt of nursery grant funding. The setting provides full day care from 07:30 until 18:00 five days a week all year round, except for one week at Christmas and public bank holidays. Some children attend on a full-time basis and others attend various sessions. The nursery is registered with Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery currently supports children who speak English as an additional language.

There are 33 child care staff available to work with the children. Of these, 24 hold appropriate early years qualifications. The setting receives support from the local authority and is a member of National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the provision is good. The key strength of the setting is the commitment of all staff to improve outcomes for children. Children greatly benefit from the inclusive, stimulating and welcoming environment that has been created in and outdoors. Each child's individual welfare and development needs are routinely met because their experiences in the setting are planned according to their interests and needs. Partnerships with parents and other carers support the continuity of their care and learning. As a result, children make good progress and enjoy their time in the setting.

What steps need to be taken to improve provision further?

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

- develop further the different ways children can be supported to recognise and value different aspects of their own lives
- ensure all arrangements are effective to support children's good health through minimising the potential for cross-infection
- develop further systems to ensure learning priorities are always clearly identified and linked to the EYFS.

The leadership and management of the early years provision

The success of this very large setting is due to the well-structured management team who have a shared understanding of good early years practice and a commitment to ongoing staff development. The team lead and encourage a culture of reflective practice and self-evaluation that is establishing an accurate understanding of the strengths and priorities for development in order to improve the quality of provision and inclusion for all children. For example, as a result of parents and staff questionnaires key persons have more dedicated time to spend with parents and systems to ensure cover staff are more familiar with children's needs have been improved. Previous and current action plans have resulted in a continually improving learning environment for children in and outdoors.

Partnerships with parents, carers and other providers are strong and ensure children's individual needs are met. Systems are generally effective to support a two-way flow of information with other providers and parents which contribute to the assessment process. This is particularly effective for children when they first attend the nursery and when they move room to support the continuity of their care and learning. Parents have access to information about the provision, daily routines, activities and their child's individual folders. The nursery organise open days and parent evenings to provide opportunities for parents to gain information about each child's learning and development. There is a dedicated parents' area and parents are encouraged to become involved in the 'Parents Forum' that provides opportunities for parents to take an active role in steering future improvements. Written statements from parents indicate high levels of satisfaction and recognition of the high quality of care their children receive.

Arrangements to support children with learning difficulties and/or disabilities are in place and inclusion is actively promoted across the setting. Improvements since the last inspection have resulted in a growing emphasis being placed on promoting positive attitudes toward diversity through resources and activities.

Staff demonstrate a good understanding of safeguarding. They attend training which results in them having a good knowledge of what to do if they are worried a child is being abused. This helps to ensure children are protected. Effective recruitment and vetting procedures include methods to ensure the continued suitability of staff ensure all staff are suitable to work with children. Detailed risk assessments are implemented and reviewed regularly which makes sure that the environment is safe and very secure for children. Most arrangements in place to support children's good health and minimise cross-infection are highly effective with the exception of the fridge cleaning rota in the baby room and the arrangements to ensure the outdoor sand is securely covered when not in use. Documentation is well-maintained. Detailed policies are in place and available for parents.

The quality and standards of the early years provision

Children are happy and progressing well in the nursery because staff develop a good awareness of what children already know, their likes and dislikes and their particular interests. Staff use this knowledge well to plan an interesting and varied range of activities which provide good challenges for all children. They observe children's development and record the information in the children's individual assessment records. The information gained from observations is used generally well to assess the progress children are making although children's learning priorities are not always clearly identified and linked to the EYFS.

Children make good progress across all of the areas of learning and develop skills that contribute to their future economic well-being because they are provided with a variety of activities and opportunities across all areas of learning and development. They benefit greatly from an environment that is effectively organised to promote each child's independence and enable them to make decisions about their play. All resources are of good quality and stored in low-level storage units with clearly labelled boxes that children can easily access. Wall space around the nursery is used well to display a range of photographs of children at play and their work that values children's achievements. Overall, across the staff team, practitioners demonstrate a good understanding of how children learn and develop through play. Across the nursery, staff communicate effectively with children, ask open questions and respond quickly to their needs. This results in children being confident to express their thoughts, from babbling with young babies through to older children speaking in small groups about their experiences during the morning session.

All children have good opportunities to use and enjoy natural elements in their play such as water, sand and snow. The 'mud pit' in the outdoor area is identified by older children as the 'best'. Children's interest in simple technology is effectively fostered and results in older children confidently navigating their way around simple computer software. Children freely express themselves through painting and drawing, song, dance and music and craft materials. Interesting and living nature areas in each room provide children with daily first hand practical experiences that help to develop their awareness and understanding of the Natural world. 'Cosy' spaces within each room provide children with opportunities to rest and relax and develop their interest in books. Children's interest in numbers, problem solving and mark-making is encouraged, both inside and outdoors. Varied activities, resources and experiences help children to develop a respect and understanding of the diversity of the wider world. Children enjoy learning about different festivals and celebrations which include Chinese New Year. Staff work in collaboration with parents to celebrate festivals that reflect children's home experiences. However, support for children to recognise and value all the different aspects of their own lives is not yet fully promoted.

Behaviour of the children is well managed due to staff setting clear boundaries and acting as positive role models. Clear routines and procedures are in place to enable children to be healthy and stay safe effectively. Daily routines are used very well to support children's understanding of the importance of washing hands and keeping

healthy. A varied, well-balanced nutritional diet prepared using fresh produce is provided each day and drinks of water are readily available for all children. Staff set clear boundaries for children to help them stay safe and together they talk about risks, such as slippery ice, whilst putting on their coats and getting ready to play outside. Therefore children, from an early age, begin to develop an awareness of the importance of keeping themselves safe. Children have good opportunities to play in the fresh air in an outdoor space. Themes such as den making are continually developed by staff in order to inspire children's interest and motivation to learn, explore and investigate using their whole body on a larger scale.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.