

Windmill Nursery Centre

Inspection report for early years provision

Unique reference number	EY296550
Inspection date	23/06/2009
Inspector	Maura Pigram
Setting address	135 Windmill Lane, Greenford, Middlesex, UB6 9DZ
Telephone number	020 8813 1295
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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 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 Nursery Centre is operated by the London Borough of Ealing, it is linked to the children's centre in Acton. The nursery opens five days a week all year round. The nursery is open from 08.30 and 16.00. Full time and part-time care is offered and children can attend for a variety of sessions. The nursery has a large outdoor area which is partially covered.

It is registered for no more than 40 children aged under eight years at any one time. This provision is registered by Ofsted on the Early Years Register and the Childcare Register, they receive support from a qualified teacher who has recently joined the team.

There are 15 members of staff including the acting manager. The chef is employed through an agency and has been working in the nursery for some time. All members of staff have Level 3 qualifications in Childcare. One member of staff is working towards a Level 4 early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for effectively within the Early Years Foundation Stage (EYFS) because the practice values children. The practice is inclusive and particularly good provision is made for children who have specific learning difficulties and/or disabilities. Planning is beginning to be flexible to meet children's needs. Clearly written policies and procedures are in place and a very good information sharing system has been developed with parents. Practitioners have made a positive start in developing systems to monitor and evaluate the quality of the provision.

What steps need to be taken to improve provision further?

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

- review the culture of reflective practice so that it includes parents' and children's views and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure rooms are maintained at a temperature which ensures the comfort of the children and staff.

The leadership and management of the early years provision

The provision is currently in the process of recruiting a new manager and a chef. The acting manager and the deputy have worked hard to ensure the whole team are valued and fully involved in decisions related to children's care and learning. For example, since the acting manager took position, they have been reviewing all policies and procedures to ensure requirements are met and they are effective in

meeting the children's needs, the staff team have been fully involved in the process. Thus, there is a common sense of purpose between all staff members in ensuring the needs of all children are effectively met.

Staff are able to protect children from harm as they are clear regarding the procedures they would follow if they had any concerns relating to a child's welfare. There are close links to relevant professionals so that children's needs are at the forefront of the practice. Adults value the diversity of individuals and communities. All families are made to feel very welcome, home visits and professional links with support services such as physiotherapists and language therapists ensure children's needs are extremely well known. There is a very good two-way flow of information between parents and/or carers so that they are well informed about their children's achievements and progress. For example, there is an open door policy, parents are invited to share their experiences and knowledge with the children. This, coupled with an notice board containing relevant information in various languages, a wide range of documents in the foyer, and frequent discussions and meetings means that parents are very well informed on how to support their children's learning and development. Staff are meticulous in ensuring that all children are effectively supported so that they can overcome barriers that potentially could affect their welfare, learning and development. For example, specialist equipment ensures all children can fully participate in fun and meaningful activities.

The manager and the deputy have implemented mainly effective systems to monitor and evaluate the provision. For example, the system has continually been developing so that a good understanding is obtained of the strengths and areas to be developed. Views of parents and children are yet to be utilised into the system. The manager is committed to improving her knowledge base and that of her staff. She has recently introduced the services of a professional teacher so that knowledge and implementation of the Early Years Foundation Stage continues to be purposeful and effective. In addition, the setting is currently going through the process of applying for accreditation for 'I can', a communication system for children.

The quality and standards of the early years provision

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning. Staff have embraced the Early Years Foundation Stage and are starting to have belief in their expertise so that the planning is flexible and responds to the observations of children's interests and needs. In addition, home visits contribute to the good knowledge and meaningful use of starting points, additional support or resources are identified early. Thus, all necessary support is effective in ensuring children settle easily and are able to take an active role in this vibrant nursery.

The environment is child-friendly and all areas, including the excellent outdoor area, are easily accessible. A broad range of activities are provided to help children make sound progress in their literacy, numeracy and knowledge and understanding of the world. Children mainly have free access between the garden

and the indoor environment. Recently the children enjoyed planting a wide range of herbs. They readily take care of these and enjoy been a 'watering monitor', the herbs are used in the children's meals. In addition, laminated pictures of the herbs showing their printed names contribute to effective communication between staff and the children. Resources are of high quality and are organised so that children can make their own choices in order to express their ideas. For example, a group of children thoroughly enjoy discovering how they can mix paints to create different colours. They use these to create a group picture where they cooperate with each other and talk excitedly about their creation which is later displayed for all to see. Thus, children's ideas are well supported and they develop high levels of self-esteem. Communication and language are particularly well supported as staff listen and respond to children effectively. In addition, daily sessions of concentrated fun activities to promote children's understanding of language are offered. Thus, support for English as an additional language is a key strength of the setting. Signing is routinely used as and when necessary, therefore all children can express their needs easily. Imaginative interaction from staff members ensures children are excited and motivated to learn. For example, traditional stories are re-told to children in a fun and interactive manner. They delight in hearing about 'Goldilocks and the Three Bears' and 'The Billy Goats Gruff'. From this a game of hunting for the bears takes place in the garden, some children involve themselves in constructing a house for the bears using wooden bricks. They work well together sharing their knowledge of number and shape to problem solve. They are competent in using technology such as music players to listen to songs, they confidently use headphones and know how to operate the dials so that an acceptable volume is obtained.

Children's welfare is promoted through mostly positive practices which are incorporated into their daily routines. Children are kept safe as there are good systems in place such as security cameras by the entrance and risk assessments are regularly completed. Room temperatures are regularly monitored and plans are in place to ensure all rooms are comfortable for the children and staff. Rules of 'how to be nice to each other' are on display and children are calmly reminded of these as necessary. Thus, children learn right from wrong. Individual needs are given high regard and are sensitively managed by the dedicated team. For example, children requiring one-to-one attention to manage their behaviour or individual needs are positively supported as the staff are very experienced. In addition, medical needs are skilfully managed so that children and their families are valued and supported.

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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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