

# Windmill Pre-School Brill

Inspection report for early years provision

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**Unique reference number** 140906  
**Inspection date** 26/03/2009  
**Inspector** Raminder Arora

**Setting address** Brill Combined Church of England School, The Firs, Brill,  
Aylesbury, Buckinghamshire, HP18 9RY

**Telephone number** 01844 238859

**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).

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 Pre-School Brill opened in 1985 and is run by a committee. It operates from a detached building with two classrooms, toilet facilities, a kitchen, office and outdoor play area. It is situated adjacent to Brill Church of England Combined School and children from the pre-school can use the school playground and field. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open Monday to Thursday, from 08.45 to 15.00, during term time only. These sessions can change termly, depending on the number of children registered with the pre-school. This term, no children were attending Thursday afternoon sessions. Children may attend for the full day, for morning sessions from 08.45 to 11.15 or afternoon sessions from 12.30 to 15.00 and stay for lunch. There are currently 47 children aged from two to under eight years on roll. Of these, 32 children receive funding for nursery education and these children are in the early years age group. Children attend from the village of Brill and surrounding villages. The pre-school currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There is an appropriate access facility for the disabled. The pre-school employs 11 staff, including an administrator. Of these, six staff, including the manager, hold appropriate early years qualifications and two staff are working towards a qualification. Windmill Pre-School Brill is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The welfare of the children is promoted well. Children's personal development and well-being are outstanding as are the levels of supervision to ensure that children have equal access to the learning provided for them. The well-established systems of planning successfully involve all staff. Children enjoy their time at the pre-school and most make exemplary progress. The manager leads by example. There are very effective systems to monitor and evaluate provision. Capacity for continuous improvement is excellent.

## What steps need to be taken to improve provision further?

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

- ensuring that children can extend their learning outside in all types of weather

## **The leadership and management of the early years provision**

The leader and her deputy manager provide first-class leadership of the highly committed and hard-working staff team which has been central in ensuring the pre-school's continuous excellent provision. Safeguarding of children is paramount. Clear procedures are in place for vetting all staff. Everyone works extremely well together, sharing the manager's insightful vision and clear direction for the pre-school's development. Links with outside agencies, childcare professionals, schools and parents are excellent and contribute significantly to the children's high achievement. The staff have an excellent understanding of children's needs, much of which is based on first-hand observation and excellent relationships. The finances are well managed and used for the benefit of children to provide very good value for money. Rigorous and accurate evaluation of the pre-school's performance informs plans for the future, and these are very well planned. Issues are carefully discussed and inform comprehensive plans for the future, with clear goals and effective arrangements for monitoring and evaluating progress. Best use is being made of the restricting accommodation. The managers recognise the need to keep the areas free from clutter, for example, the toilet area also used for nappy changing. There is no appropriate cover outside for all weather use and so children can not easily extend their learning in the fresh air. The managers are working on effective plans to improve this situation.

All staff are first aid trained and aware of child protection procedures. The temporary and unqualified members of the staff are receiving appropriate induction and support in order to gain the necessary qualifications.

There is strong emphasis on ensuring that the practice is inclusive for all families. Parents' suggestions and opinions are readily taken on board for this purpose. As a result, both parents and children are very happy and supportive of the pre-school.

## **The quality and standards of the early years provision**

Children are provided with excellent opportunities to help them make progress across all areas of learning. Planning is flexible and relates to children's interests and the activities they really enjoy. For example, on a windy day children made kites and turbines. An extensive range of activities keep children enthusiastic and engaged purposefully. Children are often taken out to visit local places. Photographic evidence of their work, when engaged in a range of activities is impressive. The records of children's work show that they thoroughly enjoy playing with construction toys, creating models out of play-dough, dressing up or reading the variety of books available.

Staff observe children as they engage in different activities of their choice and support their learning well. Children also have regular opportunities to use the computers. They have direct access to a spacious outdoor area, which is well used. The outdoor activities are well planned to extend and consolidate work carried out in the classroom. The environment, which is created to stimulate and encourage pupils to flourish in all activities, results in children successfully gaining in self-

esteem and awareness of others, and builds successfully on their physical and intellectual developments.

Well-established routines help children to settle well and develop positive relationships. There is a lot of encouragement for children to participate fully and engage in plenty of self-initiated activities. Children are well supported in their learning and development. Activities are planned effectively to meet their needs. Staff are well versed and trained in the new Early Years Foundation Stage curriculum and work well with individuals and groups of children. There is a good emphasis on teaching letter sounds and names, which is meaningfully linked to the activities children engage in and makes good contributions to children's early reading and writing skills. The learning environment is safe and secure, and well resourced.

Children's welfare is a high priority and robust arrangements are in place for their safeguarding. Assessment of children's progress is carried out methodically and provides a good overview of their development. Children are protected and well comforted when they feel unwell. There is currently no appropriate facility for the youngest to take a nap if tired. The quality of food and refreshments brought by children is good and carefully checked. This helps children to stay healthy and fit.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.