

# Windmill Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	154414
<b>Inspection date</b>	19/10/2009
<b>Inspector</b>	Vicky Turner

<b>Setting address</b>	Brent CP School, London Road, Stone, Dartford, Kent, DA2 6BA
<b>Telephone number</b>	01322 229393
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Windmill Nursery opened in 2001 after moving from premises nearby. The setting operates from a single storey unit within the grounds of Brent County Primary School, in Dartford. It is managed by a committee of parents and serves a diverse urban area.

The nursery is registered on the Early Years Register and is registered to care for up to 25 children between the ages of three to five years. There are currently 55 children from three to five years on roll. This includes 53 funded three and four year olds. Children attend for a variety of sessions. The setting supports several children who speak English as an additional language and welcomes those with special educational needs and/or disabilities.

The group opens five days a week, for two sessions daily, during school term times. Sessions are from 9.00am to 12.00pm and 1.00pm to 4.00pm.

There are two full time members of staff, seven part time staff and one volunteer working with the children. All the staff have early years qualifications to NVQ Level 2 or 3 and one member of staff is working towards the Early Years Foundation Degree and has Special Educational Needs Coordinator accreditation. Four members of staff have been trained in Baby and Child Emergency Aid and Paediatric First Aid. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This is an outstanding and highly inclusive setting which enables all groups of children to make at least good, and often outstanding progress in their learning and development. Excellent partnerships with parents, external agencies and the primary school have a positive impact on the children's welfare, learning and development. Effective teamwork and positive relationships are a strength, which means that children are happy and thoroughly enjoy their learning. The setting engages in ongoing self-evaluation at all levels which means that priorities for improvement are identified with well targeted actions to bring about sustained improvement. The nursery has an outstanding capacity to continue improving.

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

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

- update staff training in equality and diversity
- use data analysis to further refine assessment information so as to gain a clearer picture of progress overall.

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

The supervisor and staff are passionate about their work and strive hard to provide a safe, stimulating and vibrant learning environment in which children can play, learn and explore. Considerable attention is given to providing equal opportunities to pupils whatever their background or need. The supervisor is committed to staff development and yearly appraisals ensure that staff training needs are identified. Staff are enthusiastic and eager to develop their expertise in all areas of the Early Years Foundation Stage. The supervisor knows the setting well, and together with staff, constantly seek ways to improve the quality of the provision. The outdoor area has been further developed, enabling more free-flow of a wide variety of activities with a good balance of child-initiated and adult-led activities. Termly staff meetings provide opportunities for evaluating all areas of the provision and identifying areas for improvement. These include improving the garden by developing a wildlife area, refining assessment procedures in light of the new 'Creating My Unique Story' and ongoing staff development.

Highly effective policies and procedures for safeguarding children mean that children are kept safe. Thorough vetting procedures ensure that staff are suitable to work with children. All staff are suitably trained in child protection. As a result, any issues relating to child protection are promptly dealt with. Daily and yearly risk assessments ensure that children play and learn in a safe environment.

The setting is very well resourced with interesting high quality toys and equipment which are updated according to the needs of the children, resulting in outstanding outcomes for the children. All staff are suitably qualified and effectively deployed ensuring adequate supervision at all times.

The staff have a good knowledge of children's backgrounds and needs and take effective steps to ensure that additional needs are met. They patiently await training opportunities in equality and diversity. Dual language books, puppets and dolls from different ethnic origins, a toy caravan, and the celebration of various festivals promote language development and help children develop an understanding of different cultures and the society in which they live. Posters depicting people with different disabilities develop children's awareness of differences. The communication board enables children with communication difficulties to express their needs through pictures.

The setting has established effective links with a wide range of external agencies which means that children's additional needs are promptly identified and supported. Excellent partnerships with parents and carers ensure active parental involvement in their children's welfare, learning and development. Key persons (the person with whom the child form a very close link whilst at nursery) together with parents, personalise individual children's learning and development needs. They contribute to the child's 'Unique Story'. Parents say that Windmill is a 'Wonderful pre-school environment' with a 'warm friendly atmosphere' where children can 'experience different ethnic origins and different abilities'. 'The

standard has been very high' and 'The re-assurance from the staff have been excellent'.

## **The quality and standards of the early years provision and outcomes for children**

This is a vibrant, stimulating and very well resourced learning environment where every child is unique and their needs are central to the learning process. Children happily engage in active learning through play and exploration sensitively supported by their adults. Positive relationships mean that children are secure and safe within their setting. They use equipment and garden tools safely and are reminded to hold onto the climbing frame with both hands. Children are very much aware of 'Stranger Danger' and know how to cross the road safely with an adult. There are effective procedures in place to prevent the spread of disease and infection.

Healthy eating is reinforced during snack time when children make choices from a wide variety of fruit. They choose between water, milk or juice. Children develop their knowledge and understanding of the world by growing vegetables which they eat at the nursery and can also take home. They develop good hygiene habits by washing their hands before eating, after gardening, crafts, cooking and when using the toilet. Children are encouraged to take responsibility for their self-care and clean their own noses, disposing of tissues appropriately. Music and movement, tricycles, scooters, climbing frames, slides and stilts for balancing, provide excellent opportunities for active physical play, developing physical skills and agility; children move with confidence showing a great awareness of space.

The majority of children make very good progress in all areas of learning with some exceeding age-related expectations in communication, language and literacy, personal, social and emotional developmental and physical development. Sensitive observations and thorough assessment procedures highlight individual needs and identify the next steps in children's learning. However, systems for gaining an overview of overall progress are less well developed. Children look forward to coming in and enjoy their time. There are plenty of opportunities for mark-making and sharing books. Children particularly enjoy their adults' dramatisation of the story of Rama and Sita, supported by props, as they learn about Diwali celebrations. They pretend to be fireworks and rockets, moving to the beat of a tambourine, starting small and getting bigger and bigger like a Catherine wheel. Children learn about fireworks safety.

Staff are positive role models and reinforce good behaviour. As a result, children's behaviour is impeccable. Children know that there are boundaries and the adults always explain why certain behaviours are unacceptable. They learn to share and manage their own turn-taking using a sand-timer when on the computer. Children engage in a wide range of interesting activities and make their own choices.

Games and use of musical instruments develop children's listening skills. Group times provide excellent opportunities for turn-taking in speaking and listening and to contribute to group discussions. Snack time is a time for talking about family life

and out of school activities. There are good opportunities for linking letters and sounds and learning letter name recognition. Problem-solving and numeracy are reinforced through play, number rhymes and during snack time. Children have access to calculators, lots of different shapes, puzzles, Bee-bot and two computers. Story books, tapes and CD players both inside and outdoors support children's communication language and literacy skills. Children record themselves, play back and hear themselves speak. Musical roundabouts provide rich sensory stimulation. Yearly visits to the farm support children's knowledge and understanding of the world.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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)



