

# Windmill Nursery

Inspection report for early years provision

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**Unique reference number** EY347405  
**Inspection date** 15/04/2010  
**Inspector** Christine Lynn Williams

**Setting address** Windmill Pre - School Midlands Ltd, 68 Bromsgrove Road,  
Redditch, Worcestershire, B97 4RN  
**Telephone number** 07759350156  
**Email**  
**Type of setting** Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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).

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.

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## Description of the setting

Windmill Nursery is one of three privately owned childcare settings run by the same provider. It opened in 2007 and operates from a converted detached house close to Redditch town centre. The nursery serves the local community and is close to shops, parks and both rail and bus routes. It is open each weekday from 7:30 am for 6:30 pm for 50 weeks of the year. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 105 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and children with English as an additional language.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. A before and after school care service is run each weekday and holiday play scheme sessions are run during most school holiday periods. Older children are cared for on the first floor with no lift access.

There are 20 members of staff, most of whom hold appropriate early years qualifications to NVQ level 2 or 3. One member of staff is qualified to degree level and has achieved Early Years Professional Status, while another member of staff is currently working towards a degree qualification. The setting provides funded early education to two, three and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and respond enthusiastically to the high quality learning experiences offered. They develop a real sense of belonging, are valued as individuals and are allowed to progress at their own pace. Effective steps are taken to safeguard and promote children's safety and stimulating outside play areas, fun daily exercises and healthy and nutritious meals ensure children's health is promoted to an exceptionally high standard. There is a common sense of purpose between staff and management who work closely with parents to support the children in their care. The leadership is forward thinking and responsive to new national and local childcare initiatives that help to raise standards. However, some staff lack confidence in using self-assessment to best effect and this hinders the drive to do more.

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

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

- further develop all staff's knowledge and understanding of effective evaluation in order to ensure there is a continual cycle of plan, action and review.
- review and improve the system for assessing children's learning and development to ensure that children's next steps are highlighted and can be used to help parents support their children at home.

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

Robust safeguarding processes are used well to ensure staff have appropriate training, understand their roles and responsibilities and are confident in carrying these out. Systems for vetting staff are effective and reflect up-to-date guidance. Staff work closely with parents to protect children and gain relevant information about such things as access, collection and living arrangements. Monitoring, risk assessments and safety checks are used well to identify possible safety issues and good records, policies and procedures ensure that children are well protected and supported.

The nursery's leaders have high expectations for what children can achieve and are actively working towards quality improvements. There is a clear focus on improving standards and many new initiatives linked to national and local childcare strategies are being introduced. These are helping to further raise the standards of the good quality care, learning and development already offered. Senior managers evaluate the nursery's practice using a range of evidence including the views of parents and staff. Self-evaluation is however not used as effectively as it could be by some staff. The learning environment plays a key role in supporting and extending children's progress and outside areas are a real strength; adding richness to children's experiences. These are used extremely well to promote children's physical development, health and overall learning. Inside, the nursery is interesting, well-equipped, and posters, displays and photographs are used successfully to reflect children's backgrounds and the wider community. Staff work hard to provide an inclusive environment where children's varying learning styles are known and planned for. They know how to provide the right conditions to support both boys and girls and have developed a cohesive approach to supporting boys' play choices. For example, they recognise and value boys' interests in characters with special powers, such as "Transformers" and provide them with lots of outdoor and physical play.

The strong relationship developed with parents contributes to successful outcomes for their children. Staff exchange information with parents and carers through such things as good quality written information, care diaries and notice boards. Open evenings are arranged so that parents can spend time with their child's key worker to talk about how their child is progressing and this helps to build a bridge between home and the nursery. As a result, parents feel well informed and make many positive comments about the nursery. There are clear channels of communication with all those involved with individual children and this ensures that children get the help and support they need.

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

Children make good progress as they enjoy interesting and stimulating experiences which enthuse and encourage them to learn. They make close bonds with their key person and are given plenty of choice in what they want to do. Outside learning is a particular strength and this offers children the kind of experiences that fully supports boys as well as girls in becoming life-long learners. For example, there is a play house on stilts, digging and planting areas and a story chair to enjoy. Interesting objects such as milk crates and old tyres are used to encourage children to build and construct, while buckets, spoons and tins are turned into musical instruments. Staff act as facilitators and encourage children to cooperate and work together harmoniously. Learning diaries record the progress children are making, although the priorities for children's next steps are not yet clearly identified so that they can be used effectively to help parents support their children at home.

Babies and toddlers benefit from the cuddles and comfort they receive and show they are developing confidence in exploring the world around them. For example, they learn to discover new things as they explore interesting objects such as soft brushes, corn silk and rice crispies. Rhymes and songs help the youngest children to learn new words, while three and four-year-olds learn to take turns in conversations and listen to others. Soft toys are used creatively to develop children's memory, attention span and listening skills and there are lots of books to look at and things to make marks with. Four-year-olds show they feel happy and confident. They behave well and are developing the skills they need at school. For example they sit quietly and cross legged at circle time and put their hands up when they want to speak. Their mathematical experiences are enriched by being linked to real life situations such as filling pots with soil or solving problems when making towers.

Children's health is promoted to an extemporary level. Many innovative learning experiences are used to help children eat healthily, strengthen their bodies and improve their sense of well being. They enjoy a wide range of nutritious meals, learn about different foods and textures such as Guava and help to plant and tend vegetables in the nursery garden. They climb, balance, jump and run outside and thoroughly enjoy daily fun exercise sessions. Children are taught to be safety conscious without being fearful so that they can safely access exciting learning opportunities such as the climbing wall. They show they know who to turn to for support and comfort and key phrases such as "gently" and "be careful" helps the youngest children to learn how to keep themselves safe.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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