

Blue Windmill

Inspection report for early years provision

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Inspection date

24/05/2010

Inspector

Fiona Robinson

Setting address

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Type of setting

Childcare on non-domestic premises

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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

Blue Windmill opened in 2003 and operates from purpose built premises in the grounds of St Oswald's Primary School in the New Bilton area, close to Rugby town centre. There is disability access to the setting. It offers full and session day care to children aged six weeks to school age, as well as before and after school and holiday care to children up to 11 years. The setting is open from 8.00am to 6.00pm, Monday to Friday all year round, except Bank Holidays.

The self-contained building comprises of four playrooms, a kitchen, and toilet areas, together with an enclosed outdoor play space. The setting may care for no more than 81 children under eight years of age. There are currently 108 children on roll, of whom 33 are funded. There is provision for children with special educational needs and/or disabilities, and those for whom English is an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The staff team consists of 19 childcare staff, 11 of whom have appropriate early years qualifications, and the remainder include a cook and domestic staff. The nursery is supported by the Advisory Teacher from the local authority, as well as the Reception Class teacher from St Oswald's School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers an exciting and positive environment where children are fully included in a wide range of stimulating activities. They benefit from good partnerships between staff and parents and carers, and the host school. Children enjoy a varied range of experiences and achieve well. The manager and staff clearly identify where their strengths and areas for improvement lie and demonstrate a good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- develop the outdoor environment to include forest school provision and a sensory area
- promote parents as partners and involve the wider community in the setting.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues and child protection procedures. They are deployed effectively and the children are very well supervised in a robustly safe and secure setting. Evacuation procedures are

practised regularly so that children become familiar with the routine. There are robust collection procedures in place, which are carefully followed by parents and carers. There are also robust recruitment and vetting procedures in place to ensure the suitability of all staff working with the children. Staff regularly undertake risk assessments to ensure children's safety.

Partnerships with parents and carers are good and children benefit from the care and support they receive. Feedback from parents indicates that staff are welcoming and supportive. They say that their children enjoy coming to the nursery and the before and after school club. Useful information is shared with the parents through informal discussions, the notice board and comprehensive newsletters. They are kept well informed of special events, such as the World Food Day, when the children in the pre-school sampled a variety of foods from around the world. Staff keep parents and carers fully informed of their children's achievements and progress. They share their 'All About Me books' and individual learning journeys with them on a regular basis. Staff are working hard to involve parents more in their children's learning and are exploring ways of promoting them as partners. Each room has a 'Wow Moment' board, which is used by parents, carers and staff to add special moments relating to a child's achievements or events in their lives in or out of the nursery. The setting also benefits from good links with the host school and staff share information effectively with them. The manager and staff have identified the need to develop links with the community. They have already developed links with a home for the elderly, and the residents now enjoy the children's visits and help them to plant sunflower seeds.

The setting is well led and managed. Staff meet regularly and demonstrate a strong commitment to the development of good quality practice in the setting. They clearly identify what works well and outline areas for improvement in their operational plan, such as, developing the outdoor environment to include a sensory area and forest school provision. They are also trying to involve all parents more in their children's learning and develop partnerships with the wider community. Good progress has been made in addressing the recommendations of the previous inspection. In particular, key staff carry out regular observations of children's progress and work hard to share this information with parents and carers. Staff actively promote equality and diversity to an outstanding level and there is excellent inclusion of children in activities. Excellent care and sensitivity is shown to children with special educational needs and/or disabilities. Staff regularly access relevant training courses and work hard to build on their qualifications. They make imaginative and effective use of resources to meet the needs of the children. They work well together as a team and are keen to implement new ideas and plans.

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

Children are happy and settled at the pre-school. They are cared for by competent, well-motivated staff. They have valuable opportunities to learn and achieve well across all areas of learning. Activities are well-planned for indoor and outdoor environments.

Children's behaviour is excellent, because staff have high expectations and are excellent role models. They are encouraged to be independent and confident in their choice of activity and share resources sensibly. They enjoy each other's company and play well together.

Children are developing an excellent understanding of keeping healthy. They thoroughly enjoy tasting food from a range of cultures at their 'World Food Day'. In particular, they like sampling rice and peas and chicken from the Caribbean, and Latvian apple cake. They learn how to make healthy choices at snack time because they have an excellent understanding of keeping well and enjoy choosing healthy toppings for their pizzas. They learn that it is important to exercise through riding their pedalled vehicles, throwing and kicking balls, and dancing to music. They have a good understanding of staying safe and staff care for them very well without inhibiting their independence. They explore aspects of road safety and benefit from talks on staying safe. Staff ensure they handle tools correctly and manage apparatus safely.

Children like being at the setting. They are encouraged to choose their own activities and their personal, social and emotional development is promoted very well. They are keen to explore and investigate the sand and water trays. They listen well to stories such as 'The Gruffalo' and enjoy painting flags of the world for their display. Most children can count to 10 and beyond, and identify most shapes. They develop their creative skills well as they build models, such as, space ships and paint symmetrical pictures. They like painting self-portraits and experimenting with pasta and paint. They enjoy fundraising and trips and visits, for example, to the Sea Life Centre. Overall, children are prepared well for their next stage in learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of safeguarding	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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