



Windmill Pre-School Lytham

Inspection report for early years provision

Unique Reference Number	EY306575
Inspection date	28 November 2005
Inspector	Kathy Ann Leatherbarrow
Setting Address	Lytham C of E Primary School, Park View Road, Lytham St. Annes, Lancashire, FY8 4HA
Telephone number	07971 760139
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Registered person	Windmill Pre-School Lytham
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Windmill Pre-School Lytham was registered in April 2005 and operates from within Lytham C of E Primary school. It is open from 09.00 to 12.00 and 13.00 to 15.30 Monday to Friday during term time only. It offers Sessional care for children aged from three years to under five years.

At present there are 17 children on roll with 16 receiving funded nursery education grant. The nursery supports children with English as an additional language and

children with special educational needs.

There is a qualified manager in post, with an established staff team, of whom all hold appropriate child care qualifications.

The setting receives support from the Lancashire's Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well as they benefit from being cared for in a clean and hygienic environment. They follow good hygiene practices by routinely washing hands before snacks and after using the bathroom. This is actively encouraged and well supervised by staff. The staff follow clear and effective procedures, which effectively reduce any risk of cross infection and help to keep children healthy. For example, children understand why they should put their hands over their mouth when coughing "or everyone will get poorly" and frequently access tissues independently.

All children fully enjoy their snacks. They are given healthy and nutritious food, prepared fresh daily. For example, wholemeal toast, apple and milk. Snack times are relaxed, social occasion.

Children play activities outside on a daily basis which ensures that they receive plenty of fresh air and exercise. However, opportunities are not provided to develop children's climbing skills. There are good procedures for recording information. Most parental consents are in place should children have an accident, become ill or need medication. However, there are minor omissions within the medication record. Staff hold relevant certificates such as first aid, which ensures that children's health and welfare is promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright, well maintained setting which staff make attractive and welcoming. They create a stimulating environment by making good use of the available space to display children's work and put out an interesting range of toys and equipment each session. This helps to develop children's sense of belonging and interest in learning. The environment is well organised and ensures that children are able to move around safely and independently. The broad range of toys and equipment are suitable for different ages and abilities. This meets individual children's needs effectively.

Children are fully protected as staff have a good knowledge of the signs and symptoms of child abuse. There are effective procedures in place should staff have any concerns. Staff take effective measures to ensure children's safety indoors and

outdoors. Staff assess potential risks to children of indoor and outdoor activities and equipment. They produce a detailed risk assessments which helps to ensure that children are kept safe. Children learn to keep themselves safe through discussion with staff. For example, children regularly access the dust pan and brush to sweep up bits of play dough and glitter and empty in the bin appropriately, so other's don't slip. Children learn to protect themselves in the event of a fire or emergency through regularly practising the emergency evacuation procedure.

Helping children achieve well and enjoy what they do

The provision is good.

The children are very settled, happy and content in the care of the supportive staff team. Relationships between the staff and the children are very good, which contributes to the children's well being. The effective key worker system enables children to receive daily care from familiar adults who know them well. They are aware of and meet the children's needs well. The children clearly enjoy attending the nursery where the staff create a caring and fun atmosphere. They have a good variety of experiences when playing with a variety of toys. Activities clearly stimulate their enthusiasm, particularly enhancing their creative development.

Nursery Education.

The quality of teaching and learning is good. All staff working in the pre-school have a good knowledge and understanding of the foundation stage and how children learn effectively. Children participate in a good range of interesting activities, which staff adapt in accordance with each child's individual needs and interests. The children are motivated and making good progress towards the early learning goals. Children's achievement is clearly linked to the stepping stones. The effective observations and assessments mean staff are clear about each child's abilities so they can provide beneficial support and challenge to ensure progress is made. However, the planning and assessment does not fully take account of children's individual next steps.

Children settle well into the setting and show a sense of belonging as they greet staff and each other. They are involved and interested in activities throughout their day. The children display increasing self confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children persist at their play for long periods and develop their ideas and thinking as they take part in good quality planned activities. Their levels of achievement as they progress towards the early learning goals are improving as staff focus more clearly on the stepping stones to achieve steps, such as using the computer, digital camera and scissors competently. Resources are good and further enhance the learning opportunities for the children with good levels of challenge appropriate to the children's age and stage of development. Early number skills, colour and shape naming are progressing well. Children are developing their language and thinking skills through good staff questioning and extension of their ideas. The 3-year-olds can recognise the initial letter of their name on name cards. They are able to make marks for a purpose and more able children were able to formulate some letters effectively.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are well met because their key workers discuss all issues relating to their care with parents and carers. Children are happy and content and are developing respect for each other. Children have access to resources and play materials that reflect diversity, which gives them a view of the wider world and broadens their awareness of others. Clear arrangements are in place to care for children with special educational needs.

The children demonstrate a warm caring and kindness towards each other. They behave very well in pre-school, co-operating well at group games, sharing and taking turns. They enjoy the consistent praise and encouragement they receive from staff. The caring environment created in the nursery fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. Warm and friendly relationships are established as staff work very well with parents. Good information is given to parents about the children's care and learning each day as they bring and collect their children. This benefits the children as closer links between home and pre-school are created. Regular information on themes, activities and notice boards provide parents with additional information on the intended curriculum and care needs to ensure they are well informed about what their children do at the nursery. This is enhanced as parents are encouraged to bring things in from home with their children in line with current topics and themes.

Organisation

The organisation is good.

Staff have secure knowledge of childcare and use this to provide stimulating opportunities for children in all areas. They have access to regular training opportunities and use these to effectively develop their own knowledge and enhance the care and education of the children. Staff consistently interact well with children and are effectively deployed to give children good support and encouragement, which helps them feel secure and confident.

Detailed documentation is in place, regularly reviewed and fully implemented by staff, who follow clear and effective routines to ensure that children have a structured day and thoroughly enjoy their time at the pre-school. This is shown in planning, policies and clear staff roles and responsibilities.

The leadership and management of the nursery is good. The manager is a strong leader with lots of enthusiasm and commitment. She effectively motivates staff and is continually looking for interesting ways to develop and improve the nursery and the learning experiences for children. The nursery is meeting the needs of the range of the children for whom it provides.

Improvements since the last inspection

This is the first inspection since registration.

Complaints since the last inspection

There are no complaints to report.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure parents sign the administered medication record to acknowledge the entry.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to develop climbing skills
- further develop the planning and assessment to take account of children individual next steps.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk