



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 402985

**DfES Number:** 520033

### **INSPECTION DETAILS**

Inspection Date	24/03/2004
Inspector Name	Emma Louise Bright

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	The Windmill Pre-School
Setting Address	Bolford Street Hall Bolford Street Thaxted Essex CM6 2PY

### **REGISTERED PROVIDER DETAILS**

Name	u/a The Windmill Pre-School
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Windmill Pre-School opened in 1998. It is a committee-run provision. It operates from the village hall in Thaxted. The pre-school serves the local area.

There are currently 52 children from 2 to 5 years on roll. This includes 24 funded three-year-olds and 18 funded four-year-olds. Children can attend for a variety of sessions. The group currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00. On Fridays the session extends to 12:30.

Five full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an Early Years Adviser from the Early Years Development and Childcare Partnership (EYDCP). They are members of the Pre-School Learning Alliance (PLA).

### How good is the Day Care?

The Windmill Pre-school provides good quality care for children.

The staff offer a warm and welcoming environment for children in their care. Children have access to a good range of interesting activities and resources, and this ensures they are busy and active throughout the session. The staff work well together and children benefit from being cared for by a very experienced and qualified staff team. With the support of the parent committee, this ensures the smooth running of the provision and that children are safe and well-cared for. All policies and procedures are in place and are clearly implemented by the staff. However, there is one small detail missing from one of the policies.

The staff demonstrate a sound awareness of safety issues. They are active in ensuring children's understanding of health and safety, and security is very good. Staff provide children with a particularly well-balanced range of snacks and drinks, which help children to understand about healthy eating. Snack time is valued as a

social time.

Children's behaviour is very good; staff are consistent and use praise and encouragement effectively. This reinforces the children's good behaviour and promotes the children's confidence and self-esteem. The staff interact well with the children, they talk and listen respectfully to them and support the children well in their activities. The staff are very supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops very good relationships with the parents. Comprehensive information is both gathered and shared with the parents so that children feel secure within the group. Parents are kept well-informed about the planned activities and are encouraged to approach the staff at any time.

#### **What has improved since the last inspection?**

At the last inspection, the group agreed to obtain written parental consent to seek emergency medical advice.

The documentation is now in place.

#### **What is being done well?**

- Interaction between the staff and children is good. Staff question, listen and respond appropriately to children, which extends their learning, thinking and vocabulary.
- Good safety arrangements are in place and clearly implemented. The staff are particularly vigilant and help children to learn about the dangers, which means children can play safely at all times.
- Staff have a good understanding of nutrition. They help children to learn about making healthy choices by encouraging them to eat a balanced range of foods at snack time.
- The staff are consistent in their approach to positive behaviour management and set good examples so that children are learning to resolve issues through discussion. Children respond well to consistent expectations and their behaviour is good.

#### **An aspect of outstanding practice:**

Excellent support is given to children with special needs. It allows all children to be actively involved within the group and to develop their individual potential. Good communication between the staff, parents and other agencies ensures that the children's individual needs are very well-met. (Standard 10)

#### **What needs to be improved?**

- documentation, to ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a

member of staff.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at The Windmill Pre-school is of good quality overall. Children are making generally good progress towards the early learning goals, with some very good aspects.

Teaching is generally good. The staff have a sound knowledge of the Foundation Stage curriculum and they use this knowledge to plan and deliver an interesting and varied educational programme for children to experience. Assessments for each child are in place, however some aspects have yet to be developed. Good behaviour is valued and staff manage children's behaviour well; children respond to their consistent and positive behaviour management. There is a very effective system in place to support children with special educational needs, which enables all children to participate in the range of opportunities available.

Leadership and management is generally good. The two joint supervisors are very committed to improving practice and the care and education of children. The staff team meet regularly to share their knowledge and skills and to evaluate their group practice. The staff have a good understanding of their roles and responsibilities and work very well together as a team. They are well-supported by a committee of parents. The staff participate in regular training opportunities to ensure their practice continues to develop.

The partnership with parents is generally good. Parents can talk to staff informally on a daily basis to discuss their child's progress with them. However, parents could have further opportunities to contribute to their child's assessment process. Parents are provided with good information about the provision and kept well-informed about the setting's activities. Parents are encouraged to take part in their child's learning through a variety of opportunities and are welcomed into the group to share their traditions or special interests with the children.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are happy and motivated to learn and the staff carefully nurture their confidence and self-esteem.
- The very good support given to children who have special needs ensures all children can access the setting and the curriculum.
- Staff have a good understanding of how children learn through practical and meaningful activities. Their secure knowledge of the Foundation Stage curriculum helps them to plan and provide a broad range of activities and experiences for children.
- The staff form very good relationships with the children and their families. They show a genuine interest in what children say and do, treating their

comments and opinions with respect. Adults provide good role models, showing children how to be respectful and caring towards one another.

**What needs to be improved?**

- the opportunities for four-year-olds to represent numbers in a range of mark-making activities
- increased opportunities for parents to contribute towards their child's assessments
- further improve systems to monitor assessment of children's progress.

**What has improved since the last inspection?**

Very good progress has been made since the last inspection. Children now have good opportunities to explore a range of natural and man-made objects throughout the curriculum, and particularly in their creative activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and adults, confidently expressing their needs and ideas. They concentrate well, persevering with tasks and seeking help appropriately. Children share resources and co-operate with each other, such as helping one another to tidy up and building constructions together. They demonstrate good personal independence skills. Children have high levels of self-esteem, they respond well to the positive messages given to them and their behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are developing very well; they speak confidently to a familiar audience and have good opportunities to practise this skill. Children are encouraged to use other forms of communication, such as 'Makaton' signing. Children enjoy listening to stories, joining in enthusiastically and they show a great interest in books, following the text and using books correctly. Children enjoy mark making in a range of activities, confidently writing for a purpose and during role-play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably to ten and beyond, which feature in many activities. They are beginning to recognise written numerals and staff develop children's understanding of simple calculations through everyday activities. Children recognise shape and size, using the appropriate vocabulary and staff encourage children to use positional language. Children recognise and recreate patterns and are beginning to use mathematical concepts to problem solve.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy talking about past and present events in their own lives and the lives of others. They use their observational skills to explore their community and the natural world. Regular visitors to the group and outings to the local area further support learning and foster a sense of community. Children build and construct using a broad range of objects and tools. They have regular opportunities to use the range of programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently during outdoor play; they enjoy running freely and playing organised games. Staff plan good opportunities to encourage children to develop their co-ordination and balancing skills. Children use small tools and equipment in a variety of activities with increasing control and have excellent opportunities to develop their designing and construction skills. They are developing a good awareness of healthy practices, particularly healthy eating.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy exploring design, form and shape through a range of activities, constructing complex structures with a range of materials. They have excellent opportunities to experiment with paint, using a range of tools. Children enjoy singing familiar songs, joining in enthusiastically and have good opportunities to explore sound and rhythm through musical instruments. Children make good use of the role-play area and it is well resourced, helping to develop children's imagination.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- continue to develop the system of assessment and increase opportunities for parents to contribute towards their child's assessment.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*