



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103238

DfES Number: 584562

INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Nicola Jayne Pascoe

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Windmill Nursery - Redruth
Setting Address	West Park Redruth Cornwall TR15 3AJ

REGISTERED PROVIDER DETAILS

Name	Mrs Janet May Driver
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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

Windmill Day Nursery, Redruth opened in 1997. It operates from three rooms in a single storey building, on the former campus of Redruth Grammar School. It serves the local and surrounding areas.

There are currently 58 children from 3 months to 8 years on roll. This includes 8 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. There are no children currently attending who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 8:00 hours until 18:00.

There are 2 part-time and 7 full-time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are 5 staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and the KDNA (Kernow Day Nursery Association).

How good is the Day Care?

Windmill Day Nursery, Redruth provides good standards of care for children. Systems for appointing suitably qualified staff are effective. Space is used well to meet children's needs. There is a particularly attractive, fully enclosed outdoor play area. Suitable furniture and equipment is provided and used effectively. Children are able to freely access toys and resources. Policies and procedures have been recently reviewed and updated. Records are shared appropriately with parents and confidentiality is maintained.

Written risks assessment are used well to reduce hazards throughout the nursery. There are particularly good procedures for the monitoring of sleeping children. However, there are no systems in place to ensure that fire safety regulations are

regularly reviewed. Children's individual dietary requirements are identified, recorded and met appropriately. There is a comprehensive equal opportunities policy in place. The range of resources provide opportunities for children to develop a positive understanding of people's differences. However, these are not freely available to younger children. Staff demonstrate confidence in their ability to follow child protection procedures.

Children enjoy a broad and balanced range of toys and resources, which support children's learning and development well. Children are enthusiastic and participate actively. Staff interact well, they listen and respond appropriately to children. Staff provide good levels of support to children with special needs and their families. Staff are good role models. They are consistent in their use of age appropriate and positive methods of behaviour management.

Staff provide good levels of both written and verbal information for parents and carers. The key worker liaises well with parents and carers. The indoor environment is welcoming and used well to display children's work.

What has improved since the last inspection?

At the last inspection there were three actions identified. There were insufficient toilet and washbasin facilities for the numbers of children, there were no written procedures for outings and CRB clearance was not available for inspection. All actions have now been satisfactorily addressed. An additional toilet and washbasin has been installed, a written procedure for outings has been developed and implemented and CRB clearance, for all but the newest member of staff whose checks are still in process, is available for inspection.

What is being done well?

- Children enjoy a broad and balanced range of toys and resources, which support children's learning and development well. Children are enthusiastic and participate actively. Staff interact well, they listen and respond appropriately to children.
- There are clear and comprehensive health records, which are kept confidential and which are shared appropriately with parents and carers. Health and hygiene practices are good and all staff have attended first aid training.
- The special educational needs co-ordinator (SENCO) has received appropriate training and is able to provide good levels of support to children with special needs and their families.
- Staff provide good levels of both written and verbal information for parents and carers on a regular basis. There is an effective key worker system in place. Children's work is displayed throughout the building. There are particularly good systems with which to share written information regarding the care of younger children, on a daily basis.

What needs to be improved?

- systems to ensure that fire safety procedures are regularly reviewed.
- opportunities for younger children to freely access a sufficient range of resources which promote a positive awareness and understanding of equal opportunities and anti-discriminatory practice.

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
6	Ensure that fire safety procedures are regularly reviewed.
9	Ensure that younger children have free access to a sufficient range of resources, which promote a positive awareness and understanding of equal opportunities and anti-discriminatory practice.

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

How effective is the nursery education?

Windmill Nursery offers high quality nursery education where children enjoy learning through a practical and varied range of activities. Effective teaching ensures they make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff have a good understanding of the early learning goals and plan an effective and interesting curriculum. Staff work well as a team and sessions are well organised. Children with special educational needs are particularly well supported in the setting. Children are very confident and behave well. Staff have high expectations of behaviour and reinforce this with praise and encouragement.

Children are very confident in the setting. They concentrate well at group and story time. They have good relationships with staff and each other. Children use language skills well. They have regular opportunities to practise writing skills and some children can write their name. Children can recognise numerals and count and engage in practical activities which reinforce this learning. Children learn about the natural world as they study insects and other life forms. Children enjoy dressing up and use their imagination well in role play. Children do not always have the opportunity to plan and review their work and to consider the option to extend this further.

Leadership and management are very good. Staff are well qualified and they are supported in their development and training needs. Staff have regular meetings to discuss sessions and issues that arise. They operate an effective key worker system. Regular observations of children are used to inform planning. The setting makes good use of advice and support from outside agencies.

The partnership with parents is very good. Parents are provided with good quality information about the setting and are kept well informed through newsletters and notices. They have regular meetings with the key worker to discuss progress and development.

What is being done well?

- Teaching is very good. Staff have a good understanding of how children learn. They plan a varied and practical range of activities that help children learn.
- Support for children with special educational needs is very good. They are given effective individual support within the setting and are encouraged to participate in all given activities. Staff work very closely with parents and other professionals in ensuring consistency in care and planning.
- Children's communication, language and literacy development is very good.

They are very confident speakers and are able to express themselves well. They are aware of how to handle books and they enjoy listening to stories.

- The partnership with parents is very good. Parents are given good information on initial entry to the setting and are kept well informed of progress through formal and informal meetings with the key worker. Parent questionnaires are used to gain their views on various aspects of the provision. All parents receive a weekly copy of the plans for that week, which shows all the activities children will be engaged in.
- Leadership and management are very good. Staff work well as a team and are aware of their roles and responsibilities. They operate an effective key worker system which ensures all children are well monitored.

What needs to be improved?

- the opportunities for children to plan and review their own work and the option to extend this if desired.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. All staff now make regular observations of children's progress and this is used to track progress towards the early learning goals. Parents have formal and informal opportunities to discuss their child's progress and contribute details of achievements or concerns at home.

Children have regular opportunities to associate sounds with patterns in rhymes and words and letters. They count out the sounds in their own names and those of others. They are able to identify some words that begin with certain sounds.

Children have opportunities to record observations of outcomes of investigations. They record their varying height on a chart and measure items with wool which they make into a comparison chart. They also do this through their own drawings.

The system of keeping parents informed about the areas of learning has improved. Parents now receive a copy of the full weeks planning and specific learning intentions that have been highlighted.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident in the setting. They concentrate well at circle and story time. They have good relationships with each other and staff. They play well together and show interest and enjoyment in their learning. Children are becoming independent with personal care. Children behave well, they are encouraged to be responsible for the environment and help with tidying away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language skills are developing very well. They contribute answers at circle time and express themselves well. They are developing the skills that will enable them to become confident writers. Some children can write their name with several recognisable letters. Children are learning a love of books and stories. They actively participate in story time using puppets and other props to enact the story. They have access to factual books when studying a topic.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can recognise numerals and count and they practise these skills during everyday routines such as snack time and during outside physical play. They can recognise shape and can identify a circle, triangle and square. They are learning about addition and subtraction as they compare the amount of patterns on material. They are able to sort objects by size and sort nuts and buttons into big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world through a range of activities and topics. They learn about the lifecycle of a caterpillar and have the opportunity to handle moths and cocoons. They enjoy visits from family members. One grandparent brought a spinning wheel in to demonstrate this to children. Children have good skills when using the computer. Children construct with a range of materials. They make models out of wood and other materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good spatial awareness when they negotiate obstacles both inside and out. They are able to group themselves well and sit appropriately at circle time. They show good control when moving and can stop when requested to do so. They are confident at climbing and have opportunities to practise this on large climbing equipment. Children handle a variety of tools such as knives, forks and pencils with control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy dressing up and use their imagination well in role-play. They invent their own games and stories around the equipment. They enjoy using their senses to explore different media and materials such as shaving foam and different types of fabrics. They have opportunities to use malleable materials such as dough and clay. Children are able to keep time when beating wood to a familiar nursery rhyme. They have opportunities to express themselves through music.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to address but consideration should be given to improving the following:
- provide opportunities for children to plan and review their work and to extend it if desired.

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.