



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 140906

INSPECTION DETAILS

Inspection Date 28/02/2005
Inspector Name Ann Field

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care
Setting Name Windmill Pre School Brill
Setting Address Brill Combined Church of England School
The Firs, Brill
Aylesbury
Buckinghamshire
HP18 9RY

REGISTERED PROVIDER DETAILS

Name Windmill Pre School 276395

ORGANISATION DETAILS

Name Windmill Pre School
Address Brill C of E Combined School
The Firs, Brill
Aylesbury
Buckinghamshire
HP18 9RY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

The Windmill Pre-School Brill is a committee run group and has been operational on this site for 20 years. It opened in its present form in 2005, the newly renovated wood clad building consists of 2 class rooms on the site of Brill Combined School. A maximum of 32 children may attend the setting at any one time.

The nursery class is open from 08.45 to 15.00, Monday, Tuesday and Thursday, with a morning only session on Wednesday 08.45 to 12:30. The Little Nursery sessions are 08.45 to 11.15 on Monday to Thursday, with the opportunity for children to stay an hour for lunch after each session. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. Children attend from the village and surrounding area. The nursery currently supports a number of children with special educational needs. The nursery employs 7 staff. Three of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

The Windmill Pre-School Brill provides good quality care for children. The spacious premises give the children the opportunity to take part in a wide range of stimulating and fun activities. The children have easy access to equipment and good use is made of the premises. The staff work well as a team, they provide a high level of interaction with the children. Policies and procedures are in place to ensure that they have a consistent approach to their work.

The staff have a very clear understanding of safety issues and all areas for promoting children's good health and protection have been addressed. The children have well supervised access to outdoor play, which provides a change of environment during the day. The staff help to develop children's understanding of good hygiene practice. They respect the children's individual dietary needs and drinks are available throughout the session.

The staff have a caring approach and there is frequent interaction between them and the children. They plan their activities to ensure a varied range of experiences, both indoors and outside. They provide a balance between child-initiated play and adult-led activities. The staff respect the children's individual needs and abilities.

There are some effective procedures in place to support children with special needs and staff work with parents to ensure the children receive the appropriate support. The staff have a very positive approach to managing children's behaviour and the children behave well.

There is a good partnership with parents and carers. They are kept well informed about the daily activities and are very happy with the service provided. All the relevant paperwork is in place, but some lacks the necessary detail.

What has improved since the last inspection?

Not applicable

What is being done well?

- The children participate in a broad range of exciting and well resourced activities. They are interested and absorbed in their play, both in the adult led and child-initiated activities. The children talk confidently to their peers and to the staff, who take the opportunities to extend children's vocabulary for example by talking about a child's visit to New Zealand. The staff develop good relationships with the children and interact well in their play. The space in this new building is used effectively; toys, resources and equipment are in good condition and easily accessible to the children.
- There is a strong emphasis on equal opportunities within the setting. The staff encourage an environment where all children are included, staff value children's efforts and ensure their artwork and models are displayed. The staff work in partnership with parents to ensure children's individual needs are fully met.
- The staff promote positive behaviour, they give the children plenty of praise and encouragement and the children respond well to the boundaries set. The staff place a strong emphasis on developing children's social skills so they learn to care for and co-operate with one another. The children are confident and well behaved there is good adult interaction with a high ratio of staff to children.
- The physical environment has been organised with due regard for children's health and safety. The staff are aware of the hazards to children's safety and have procedures in place to minimize risks. The staff encourage the children to practice good personal hygiene habits, for example washing their hands before snack and the children have a good understanding of why they are doing it.

What needs to be improved?

- documentation, to ensure that the complaints policy makes clear Ofsted's role as the regulator and provides details on how parents may contact Ofsted, staff's qualification and first aid certificates are readily available and written

consent to seek emergency medical treatment is obtained for all children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Request written permission from parents for seeking emergency medical advice or treatment
14	Ensure the complaints procedure includes Ofsted contact details

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.