



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 154414

DfES Number: 523686

INSPECTION DETAILS

Inspection Date	18/02/2004
Inspector Name	Susan Jennifer Scott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Windmill Nursery
Setting Address	London Road Stone Dartford Kent DA2 6BA

REGISTERED PROVIDER DETAILS

Name	The Committee of Windmill Nursery
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ORGANISATION DETAILS

Name	Windmill Nursery
Address	Brent County Primary School London Road, Stone Dartford Kent DA2 6BA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Nursery in Dartford opened in 2001, having relocated from a nearby site. It operates from purpose built premises situated in the grounds of a local primary school. They serve a diverse urban area.

There are currently 66 children from two and a half years to five years on roll. This includes 37 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times for two sessions daily. Sessions are from 9:20 to 11:50 and 1:10 to 3:40, Monday to Friday.

There are eleven part time staff who work with the children. Five staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision at Windmill Nursery is acceptable and is of a high quality. Children are making very good progress towards the early learning goals in five areas of the curriculum, and generally good progress in the area of mathematical development. Children are confident and successful learners, able to express themselves, negotiate with each other and resolve minor conflicts. Children enjoy learning and use resources and the activities with enthusiasm and imagination.

The quality of teaching is very good; activities are well planned and managed. Staff are patient and calm, encouraging children to be independent and make choices. They have a good understanding of how children learn and made activities imaginative and fun, encouraging children to participate. Staff provide good role models for the children and extend children's understanding and through well organised and imaginative topic related work. The activities support children's learning and clearly relate to the early learning goals, enabling their development and understanding. The planning and assessments are effective although the planning has only recently been organised to refer to the stepping stones and early learning goals. Assessments are systematic and regular.

Leadership and management is very good, a particular strength is the way in which staff use their knowledge, skill and training to provide a variety of expertise and support for the children. There is a particularly effective and committed staff team who have a collaborative approach to their work.

Partnership with parents is very good; parents express their satisfaction with the service they receive and the progress children make in the group. Staff keep good written records on the children's development and provide frequent verbal feedback. Each child's folder is shared with parents at least once yearly. Parents participate in the management committee enthusiastically and support the group through various events.

What is being done well?

- Staff enable children to be enthusiastic learners, challenging and supporting them well through an imaginative programme.
- Staff provide an extensive range of resources and well planned activities which are stimulating and fun for the children.
- Staff use their knowledge and skills well, offering children an imaginative variety of activities and effective support to explore these.

What needs to be improved?

- The opportunities that children have to access a quiet and peaceful area to explore and investigate the use of resources independently;
- The opportunities the children have for exploring and understanding mathematical processes and solving practical problems.

What has improved since the last inspection?

Since the last inspection the group have improved the record keeping system to include all the learning goals, assessments and observations are dated and completed termly.

Additional resources are available to encourage recognition of letter shapes and sounds, and a different letter each half term with activities that involve parental support so that children can practice writing letters and learning the sounds.

The group have appointed a Special Educational Needs Coordinator (SENCO) and a Special educational Needs (SEN) policy compliant with the Code of Practice. There are excellent procedures followed by staff who consult with the SENCO and complete clear and relevant Individual Education plans (IEPs).

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and successful learners and able to respect, listen and converse with each other well. They participate eagerly in all activities, developing confidence and self esteem. Behaviour management is very good, children co-operate with each other and learn from positive examples set by staff. Children are given clear information to make choices and are encouraged to be independent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good opportunities to develop understanding and skills in listening, speaking, early reading and writing skills. Staff effectively promote the use of language using a variety of opportunities and learning experiences. Children are encouraged to use books and do so with enthusiasm though the book corner is crowded with a variety of equipment. Children are able to explore opportunities to write with a variety of imaginative props.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given good opportunities to experience numbers, shapes and patterns through everyday activities but occasionally daily routines do not incorporate practical mathematics such as dividing up the pancakes they made. Their understanding of numbers is reinforced as they take part in routine tasks such as working out the date. They learn about weights, sizes, comparisons and matching through activities that support their learning and can access a good range of games and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have access to excellent resources and interesting imaginatively organised activities which encourage them to understand beliefs, customs and feelings. Staff successfully encourage children to extend their imaginative play and to talk about their experiences: for example, when using the "chip shop" as part of the theme. Children are able to experience a variety of construction and technological activities and do so with great enthusiasm.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy access to a good range of equipment indoors and well organised and planned outdoor play is available. The large and small play equipment is used imaginatively to encourage children to develop co-ordination, balance and a sense of space. Children have an excellent understanding of how to use peddle cars, large tricycles and move confidently, exploring their own skills. A good variety of construction equipment is available and children are experienced, competent users.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy a good variety of activities which offer them opportunities to extend their understanding and progress. Painting, music, art, crafts, and movement provided children with excellent opportunities to use their imagination and build on their knowledge. There are good opportunities for exploration, for example, the provision of varied and imaginative materials for use in craft activities, and good staff support to extend their play.	

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:

- **POINTS FOR CONSIDERATION:**
- provide opportunities so that children have to access a quiet and peaceful area to explore and investigate the use of resources independently;
- ensure that children have a wide variety of opportunities for exploring and understanding mathematical processes and solving practical problems during everyday routines.

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.