



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218515

DfES Number: 523876

INSPECTION DETAILS

Inspection Date	22/07/2004
Inspector Name	Dianne Lynn Sadler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Windmill Hill Day Nursery
Setting Address	Windmill Hill House, Windmill Hill Rough Close Stoke-on-Trent Staffordshire ST3 7PR

REGISTERED PROVIDER DETAILS

Name	The partnership of Samantha Brian and Scott Brian
------	---

ORGANISATION DETAILS

Name	Samantha Brian and Scott Brian
Address	Windmill Hill Day Nursery Windmill Hill House Rough Close Stoke-on-Trent Staffs ST3 7PR

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 Hill Nursery opened in 1984. It operates from a detached house in Rough Close, Stoke-On-Trent. Windmill Hill Nursery serves the local area.

There are currently 58 children aged between 6 weeks and 8 years on roll. This includes ten funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions.

The nursery opens five days a week, all year round. Sessions are from 07:30 until 18:00.

There are eleven staff who work with the children. Ten staff have Early Years qualifications level two or three and one member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Windmill Hill Nursery provides a good standard of care for children. The nursery offers a warm, welcoming environment and staff use space and resources imaginatively to meet the needs of children. The operational plan is well written and effective in practice, containing all relevant records and policies, however some procedures need amending. There is a wide range of toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating an environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents. A good choice of healthy, nutritious meals are provided, using fresh fruit, vegetables and home-made dishes. Routines and boundaries are clear and understood by children, with praise and encouragement being used to reward positive behaviour.

Staff work well as a team and are included in all the decision making and planning

within the nursery. Activities are very well planned and presented thoughtfully, covering all areas of learning. The quality of the interactions between adults and children is very good, with adults listening to what children say and do. This greatly enhances children's development and ensures they feel valued and develop confidence. There are clear plans to include children with special needs.

The nursery develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to their wishes. There are effective procedures in place for sharing records with parents and keeping them well informed.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The quality of interaction between adults and children. Adults listen to what children say and respond appropriately, which enhances the children's development and ensures children feel valued and develop confidence.
- The partnership between staff and parents, ensuring all the needs of the children are understood and met. Parents are kept well informed of their children's progress and use the same systems at home, e.g. 'star' chart to reward a child's behaviour.
- The imaginative use of good quality resources and available space, creating a stimulating and orderly environment which motivates children to learn and make good progress.
- The provision of well planned activities, which are presented thoughtfully and imaginatively for all children aged 0-8 years. Staff have good knowledge of the foundation stage curriculum and have effectively implemented birth to three matters.
- There is a strong emphasis on providing children with a nutritious, healthy and varied diet, according to the wishes of parents. Plenty of fresh fruit, vegetables and home-made dishes are offered and children are keen to try new foods.

What needs to be improved?

- the detail of the written policies and procedures.

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
2	Ensure there is a written procedure for lost children.
13	Amend procedure to be followed in the event of an allegation being 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?

Windmill Hill Nursery provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. All aspects of the setting are well organised. Provision for the children's personal, social and emotional development, as well as their literacy skills, is particularly well planned.

The quality of the teaching is very good. Clear educational plans are organised, covering every area of learning, however children do not have full opportunities to understand numbers during routine and spontaneous situations on a daily basis. Staff organise the space well and use the wide range of resources available imaginatively to develop children's knowledge and skills. Staff listen to what children say and extend children's learning by encouraging them to express their ideas and feelings, providing them with sufficient challenges. Staff manage children's behaviour very well, having clear, consistent expectations. There are clear plans in place to include children with special needs.

The leadership and management of the nursery is very good. There is a committed and enthusiastic team, who work very well together. Managers have good knowledge of the staff's strengths and weaknesses. Staff are included in the planning of the curriculum. Communication is effective and the managers have implemented a well planned programme of staff development aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time talking informally to staff about their children and are well informed about the provision. There are good opportunities for parents to receive and discuss information about their children's development. Well attended parents evenings are organised, which enhances communication and helps parents to understand how they can support their children's learning.

What is being done well?

- Staff promote all areas of learning very well. There is particular emphasis on children's personal, social and emotional development and literacy skills, in which children are making very good progress.
- Staff use the wide range of resources available imaginatively to develop children's knowledge in the six areas of learning. Children are stimulated and motivated to learn.
- Staff have a very good understanding of the foundation stage and effectively plan the curriculum to ensure all children feel valued and achieve.
- The managers commitment to staff development. All staff are included in the planning and decision making within the nursery and are encouraged to attend further training and implement new ideas and concepts.

- Parents are kept well informed of their children's progress. Well attended parents evenings are organised, which enhances communication and good links between home and nursery.

What needs to be improved?

- the opportunities for all children to understand numbers during routine and spontaneous situations.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve planning, assessment, teaching and communication with parents.

Staff now plan for the education programme very effectively. There are clear short, medium and long term plans in place, which also identify the learning intentions of all activities delivered. Staff also observe and record children's development very well, using the assessments to plan children's future learning.

Children are making very good progress within the area of knowledge and understanding of the world. Staff provide children with good opportunities to explore man-made and natural materials and look closely at similarities and differences on a regular basis.

There is now very good communication with parents, who are well informed about the education programme. They are encouraged to share with the nursery observations from home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in a stimulating range of activities that helps them progress and motivates them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take part in a large variety of activities which develop their listening skills. They are all able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. All children are developing an enjoyment of books and demonstrate an understanding of how to use them. All children are able to recognise their own names and many able to write these correctly with well formed letters. There is a wealth of print displayed around the nursery.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children count confidently to ten and are able to say and use number names. They are encouraged to recognise shapes, colours and sizes. All children are becoming familiar with the concepts of addition and subtraction in a variety of situations and are using mathematical ideas to solve problems. Although their understanding of numbers during routine and spontaneous situations is not always reinforced.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of man-made and natural materials and look closely at similarities and differences. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and visit local places of interest. All children are learning about other cultures and beliefs during spontaneous play and planned activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well planned physical play sessions daily, both indoors and outdoors. Children are developing a sense of space and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools is freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste touch and feel. All children are encouraged to use their imagination and express their ideas thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.	

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 report, but consideration should be given to improving the following:
- the provision of more opportunities for all children to understand numbers during routine and spontaneous situations.

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.