



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109463

DfES Number: 594771

INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Susan McCourt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Malling Windmill Nursery
Setting Address	South Malling Church of England Primary School Church Lane Lewes East Sussex BN7 2HS

REGISTERED PROVIDER DETAILS

Name	The Committee of Malling Windmill Nursery 1072022
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ORGANISATION DETAILS

Name	Malling Windmill Nursery
Address	11 Calvert Close Uckfield East Sussex TN22 2BZ

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

Malling Windmill Nursery was registered to provide sessional day care in January 1999. It is situated in South Malling Church of England Primary School, on the outskirts of Lewes and is a registered charity managed by a Trust made up of staff and governors of the school. The nursery is open from 08:45 -11:45 and 12:55-15:25 Monday to Friday, term times only. The afternoon session does not run on Friday.

The nursery is based in one of the classrooms and shares the toilets with the reception class. The nursery has its own all-weather outdoor area and a further outdoor space which is also used by reception children. The nursery is registered for 18 children, or 19 if a special needs child attends with an ancillary worker. There are 40 children on roll, 14 of whom are funded four-year-olds and 19 are funded three-year-olds. There are 6 children with special needs and 2 have English as an additional language.

The staff team are experienced and all hold a suitable qualification or are currently undertaking NVQ training. The nursery receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Malling Windmill Nursery provides good quality care for children. Over half the staff are qualified and another two are training. Staff have created an excellent learning environment both indoors and out, and the premises provide a stimulating and welcoming place to play. The policies and procedures that guide the practice of the group are regularly reviewed in order to maintain best practice.

Staff are very safety conscious and have a good risk assessment in place. Hygiene is a priority and all accident and medication formats meet the standard. All staff maintain their first aid certificates. Children have a healthy snack and drinking water is always available. Staff are very attentive to the needs of the children and work

closely with parents to ensure that they are aware of allergies, special needs and cultural background. There is a good child protection policy in place and staff are all aware that the welfare of the child is paramount.

Staff have created a routine where children can play as independently as possible. There is always a good range of activities to choose from and staff know the children very well and offer support as necessary. The children play spontaneously in small groups and come together for circle time and singing or stories. Children with special needs are included in all activities and staff work closely with parents and other professionals to ensure that all children make good progress. Children learn about other cultures by taking part in activities about festivals, food and traditions. There is limited opportunity for children to see other languages

Parents receive good quality information about the group in the prospectus and have access to all policies and procedures. There is a newsletter, curriculum information and a notice board for extra information and ideas. Parents are welcome to visit at any time and staff share information when children are collected.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is an all-weather outdoor area for the sole use of the nursery, and a further outdoor space is shared with the reception class. This area has been a recent focus of development and provides an excellent shady place to play. There is a willow-tunnel maze and other climbing frames and obstacle courses. Children use the area to grow plants and observe insects and it is an excellent addition to the nursery's learning environment.
- Staff are very experienced and skilled and regularly update their practice by taking part in further training and workshops. The management trust also systematically reviews policy and procedure to ensure that best practice is maintained.
- Materials and play equipment are stored around the room at child height. Children can choose from all the resources and staff are on hand to help them develop their ideas for play. Staff also include children's ideas in the plans, ensuring that children are very confident and feel valued.

What needs to be improved?

- the inclusion of other languages as a regular part of displays.

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
9	Consider ways of introducing children to other languages.

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 Malling Windmill Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of the teaching is very good. Staff use the Foundation Stage confidently and take natural opportunities to enhance children's learning. Activities are interesting and varied and staff have found a good balance between fostering the children's independence and supporting those children who require adult help. All staff take a part in making the plans which are based on a two-year curriculum. Staff observe children during the activities and use their assessments as the basis for the next set of plans. This means that children's learning is continually developed through their sustained interest in the play opportunities around them. Staff work closely with the reception-year teachers at the school to ensure that children's progress through the Foundation Stage is as smooth as possible.

The quality of the leadership and management is very good. The nursery is managed by a Trust made up of the staff and governors of the school. Policies and procedures are systematically reviewed. The nominated person liaises closely with the supervisor and both work alongside staff. The staff are very committed to the development of the provision and continually monitor their work to maximise children's learning.

The partnership with parents is very good. Parents are given an informative prospectus and have access to all policies and procedures. There are monthly newsletters and half-termly curriculum overviews for parents as well as a notice board and daily information board. Key-workers are always available to talk to parents and there are planned meetings once a year to discuss children's development. This process would be enhanced by the increased involvement of parents in the assessment of their children.

What is being done well?

- The nursery has a close relationship with the school and the supervisor works closely with the reception-year teachers. This ensures that the transfer from nursery to school is as smooth as possible.
- Children make a lot of the resources to be used in role plays and are involved in establishing how the play will develop. This sustains children's learning and consolidates their skills in a broad range of purposeful, enjoyable activities.
- Staff are very skilled and have a flexible approach to planning and assessment. They are currently writing the plans in two-week cycles as this suits the current group of children. Staff are attentive and observant of the progress children make through the Foundation Stage and plans can

immediately incorporate the recent learning that children have done.

- Staff pay particular attention to ensuring children are settled, confident and independent. Staff show great insight into the reasons for children's behaviour and involve the children in finding solutions. Children make good relationships with each other and the staff. Children co-operate during play and invite each other to take part.

What needs to be improved?

- the participation of parents in the children's assessments.

What has improved since the last inspection?

There were three key issues raised at the last inspection; about the mathematical ideas used in play, about ways for children to learn about living things and about providing a wider range of creative materials more accessibly.

Staff tackled these issues in three ways. Firstly, they consulted with other professionals such as the mathematics co-ordinator in the primary school and arranging for a veterinarian nurse to visit the group. Staff also developed their resources such as adding a transparent trolley full of different art materials and bringing in plants and a fish tank. Staff also attended workshops and in-house training to raise their awareness of these issues so that they could readily incorporate ideas into the planning and children's play

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Staff give children excellent support to feel settled and secure in the nursery. Children can choose what they play and staff help develop their play and incorporate their ideas into the plans. This helps the children's self-esteem and confidence. Children are well-behaved and staff show excellent insight into helping the children find solutions to any disputes. Children help tidy up and to prepare at snack time. Children co-operate, take turns and share with each other in a friendly atmosphere.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Staff provide interesting, varied activities which naturally helps in the expansion of children's vocabulary. Children chat with staff and each other and also talk about their experiences. Children have lots of opportunities to use reading and writing skills in role play and other activities, and enjoy looking at books or having stories read to them. Children use their imagination and tell stories while playing, sometimes inviting other children to join in. Children can link sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Staff take lots of opportunities to use mathematical ideas in a range of practical activities. Children can count up to ten and beyond and recognise numerals. Children learn simple additions and subtractions while singing counting songs or in craft activities. Staff are skilled at using questions to help children solve problems; finding the right size and shape piece in a construction activity for example. Children learn about measurement and weight and make simple charts of their findings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use an excellent variety of natural, made and recycled materials in their play. They learn to care for living things by growing different plants and caring for the nursery's fish. Children use art and games programmes on the computer and can operate programmable toys as well as other technological equipment. They learn about the past by looking at their own baby photographs as well as local historical events. Children learn about other cultures in practical, meaningful activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to an excellent outdoor play area with a willow tunnel maze as well as more conventional slides and climbing frames. Children learn to throw and catch, cycle, balance and jump. They enjoy taking part in action songs. Staff teach children about good health and have visits from a dentist to learn about healthy teeth. Children learn to manipulate a variety of small objects such as pegs and seeds. Staff teach children to use scissors and knives safely.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children create a variety of pictures and objects in their art and craft sessions which are then used in role play areas or to create interesting displays. Children use their imagination in other activities and enjoy creating stories. The art materials are always accessible to children which helps their creativity. Children sing spontaneously while playing and enjoy group singing and playing instruments. Displays include a variety of interesting objects for children to see, touch and examine.	
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 to improving the following:
- the opportunities for parental participation in the assessment process.

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.