



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 312381

DfES Number: 581742

### INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Jane Pamela Berry

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Windmill Lane Pre-School
Setting Address	Community of Christ Church Hall Windmill Lane, Denton Manchester Lancashire M34 2FS

### REGISTERED PROVIDER DETAILS

Name	Mrs Patricia Loughlin
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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 Pre-School has been registered since 1986. The pre-school operates from the Church of the Latter Day Saints, Windmill Lane, Denton, which is on the border of Denton and Reddish. There are many facilities nearby including Reddish Vale nature park.

The group have access to a large hall which is used as the main playroom, and a vestibule used for quiet activities on the ground floor with adjacent kitchen and toilet facilities. There is also a small playroom and a toilet which is used by the older children upstairs. The pre-school have sole use of the premises. There is an enclosed outdoor play area and a nature garden a short distance from the building. This is situated to the rear of the property.

The pre-school is registered for 28 children. There are currently 69 children on roll, of whom 39 children are funded three year olds and 12 are funded four year olds. Children with additional needs attend the provision some of whom are identified as having special educational needs.

The group operates four mornings a week 09:00 to 11:45. On Tuesdays there is a carer and toddler group operated by the pre-school staff. The group also operate afternoon sessions Monday to Friday between the hours of 12:45 and 15:00, Tuesday afternoons are sessions designated specifically for the older children. The group have close links with the Early Years Team and access the support from the advisory teacher. They have successfully completed the quality assurance scheme in Tameside

### How good is the Day Care?

Windmill Lane Pre-School provides good quality care for children. The provision is well organised and curriculum planning for children is good.

Staff are interested in children's achievements and support their learning appropriately. Children receive personal attention and continuity of care is promoted

through a key worker system. Children's self help skills are promoted and children are encouraged to undertake tasks that promote their growing independence. Children are encouraged to show care and concern for others. Children enjoy the varied range of activities, for example children are learning to use their senses through practical activities like observing insects in the nature garden.

Children's safety and welfare is promoted. Safety is afforded high priority, the environment is safe and secure. Risk assessments are required for the outdoor area and some minor hazards were identified, however they were dealt with immediately. Staff ensure a high level of supervision at all times both indoors and whilst the children are outside.

Children with additional needs attend the setting and are appropriately supported, ensuring successful outcomes for all children. Inclusion is promoted through activities and the celebration of festivals.

The provision for children is of high quality overall and staff work very well as a team to support children's development in all aspects. Staff monitor children's progress to ensure children reach their maximum potential. These records are routinely shared with parents both verbally and in meetings each term where parents actively contribute to the records on their child's progress. Parents are well informed about the daily routines and activities through the regular distribution of a newsletter. This describes the activities on offer and what it is hoped children will learn from them. Parents have access to comprehensive policies and procedures and have made very positive comments regarding the services they receive.

#### **What has improved since the last inspection?**

At the last inspection the provider was asked to update the child collection policy, to provide copies of vehicle documentation and to ensure that the gas and electrical services conform to current safety requirements. These have all been satisfactorily addressed, resulting in a safer environment being provided for the children.

#### **What is being done well?**

- Staff are qualified, access regular training and have experience working with young children, resulting in children being happy, settled and familiar with their surroundings. The operational plan is very effective and space is utilised well.
- Documentation is well maintained for all children. Accident and medication policies are adhered to and good personal hygiene is promoted reducing the risks of cross infection.
- A broad and balanced range of activities that stimulate children's learning are available. Children are having fun and are making good progress. Children have good relationships with adults and their peers. Resources are good, meeting the varied needs of all the children. They reflect different lifestyles and promote equality of opportunity. Activities encourage children to respect differences.

- Behaviour is managed positively by staff, enabling children to behave well and often resolving their own differences. Children are respected and their personal independence is promoted.
- Staff understand that the child's welfare is paramount and would act in the child's best interests. Parents are invited to contribute information and are involved in meetings with staff on children's progress. They are well informed of children's progress. They have information on the early learning goals and the work undertaken with children.

#### **An aspect of outstanding practice:**

The work on communication with children at all stages of their development is very good. This is enhanced by the development of the nature garden and the work on extending children's language. The creation of children's own stories have been carefully put together in books that are owned by small groups of children. These stories have been developed by the children and have been extended into puppet making and artwork where the children have drawn the main characters. The children have directed their own storyline and have produced some lovely examples of emergent writing and descriptive text. This empowers and enthuses children to enjoy learning and develops their natural creativity in many aspects. (Standard 3)

#### **What needs to be improved?**

- risk assessments for the outdoor area and any potential hazards identified indoors and outside.
- informing Ofsted of developments regarding changes to premises.

#### **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
4	Ensure Ofsted is informed of any significant changes or developments

6	Conduct risk assessments for any potential hazards and provide a safety policy for the outdoor area.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Windmill Lane Pre-School offers very good quality education. Children are making very good progress in all areas of their learning. Children are happy and confident and are becoming increasingly independent in the setting. The quality of teaching, the interaction with children, curriculum planning, and the way the environment is organised to support children's independent access to resources, all contribute to children being active and successful learners.

Leadership and management is very good, with effective induction and training programmes in place. The assessment records for children are very detailed and informative. Staff complete individual records on what children can do and are aspiring to achieve. Observations of children in the different aspects of learning are recorded. These records are of a very high standard and track children's progression well. Staff use information on children's interests and achievements to inform future activities, ensuring children are interested and motivated learners. Developmental assessment reports on each child's progress are made available to parents each term. Parental contributions to these assessments are actively encouraged. There are no weaknesses identified at this inspection.

Partnership with parents is very good. Parents have open access to information held on their children and a newsletter and a notice board is available. Parents are invited to make suggestions for improvements. They have made very positive comments regarding the care their children have received. The nursery offers placement to children with special needs, and the progress children are making is very good. Effective systems are in place to support children with special educational needs and links are established with agencies involved, ensuring that any additional needs identified for children are satisfactorily met. Staff and parents work very effectively as a team.

### What is being done well?

- Children are happy, confident individuals, they are making relationships with others and enjoy sharing their ideas and being part of a group. They behave well, seek to please others and often resolve their own differences. Children take responsibility for their immediate environment, tidying away equipment.
- Staff use effective questioning techniques, they are responsive to the needs of children and manage their behaviour extremely well. Children concentrate for lengthy periods of time and are making very good progress in all areas of their development. Planning is informed by children's interests and personal development which is tracked very well along the stepping stones.
- Parents are well informed of children's progress through regular dialogue and the children's profiles. Provision is very good for children with additional needs and children have access to an interesting and stimulating curriculum

based on play.

- There is a strong commitment to further development and training opportunities. Staff work cohesively as a team to support children in a well organised and stimulating environment.

#### **What needs to be improved?**

- As there are no weaknesses identified the staff have been asked to consider how children's own creativity can be extended in artwork, for example using different environments and natural resources. This is a point for consideration to enhance the existing high quality provision and does not arise from a weakness.

#### **What has improved since the last inspection?**

The provider has made very good progress in the areas identified for improvement.

At the last inspection the provider was asked to consider how the children could be encouraged to make choices for themselves and be supported to express their own ideas and creativity. The provider has made very good progress in this area.

Children's independence is actively promoted and opportunities for creativity are provided, for example through the continuous provision of materials and open ended activities. Children's artwork is still an area identified for improvement as a point for consideration.

The provider was also asked to consider enhancing the existing method of assessment ensuring all the elements within the six areas of learning are reflected. A profile is now provided in the six areas of learning each term informing parents of children's progress. Developmental assessments are very well maintained for all children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy the activities and are afforded many challenges and opportunities. They exercise choices and make their own decisions. They are eager and confident exploring, investigating, and manipulating materials. Many children resolve their own problems and are able to attend to their own personal needs. Children have established very good relationships with adults and their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children write their own name and are recognising and identifying letter sounds. Children have many opportunities for stories and rhymes, developing their language, comprehension and imagination. Many children are competent mark makers, story tellers and listeners, they have created their own books about imaginary characters. Children have access to mark making and free drawing materials throughout the learning environment.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff utilise opportunities to extend children's thinking and to develop their understanding of maths. Children use a range of resources sorting, matching and sequencing. Children enjoy counting and recognise numerals in everyday activities. They use this knowledge as they add on and take away in rhymes, filling and emptying containers in the sand, weighing and measuring capacity, and talking about shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about family life and the environment using the many good opportunities to observe the similarities, differences and changes in natural objects and living things. They find out why things happen and how things work, for example in the nature garden or on excursions. They are learning about the world around them from meaningful play experiences that are often self-initiated and of interest to them.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use equipment moving around, negotiating objects with skill and dexterity. Children are developing fine motor skills using small equipment, for example scissors to cut out objects that are different shapes. Children participate in action rhymes confidently. They are learning about their bodies and keeping healthy. They have access to a range of spontaneous and planned activities to develop their physical skills.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy a good variety of resources, some children are competent artists, for example children's own free drawings on display. The role play area is well used where children use their imagination and natural creativity. Children enjoy singing and make up their own stories using knowledge gained from past experiences. They listen to the different sounds of the instruments as they sing rhymes and jingles.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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 weaknesses identified however consideration could be given to extending the opportunities for children to express themselves in artwork using different environments and natural resources.

*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.*