

Windmill Nursery - Redruth

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Windmill Day Nursery, Redruth, is one of two childcare provisions run by the registered person. It opened in 1997 and operates in Cornwall from its own premises on the former campus of Redruth Grammar School which is now used as an arts and media centre. A garden area is used for outdoor play activities. The premises are accessible. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year.

A maximum of 32 children in the early years age range may attend the nursery at any one time. There are currently 52 children attending who are within the early years age range. They live in surrounding towns and villages. Some children also attend pre-schools, childminders and early years units in local primary schools. The nursery is registered by Ofsted on the Early Years Register. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are 11 members of staff working directly with children. All have early years qualifications to NVQ Level 2 or 3 and one member of staff is currently working towards an additional qualification. Two hold Early Years Professional Status and the owner Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The importance placed by the owner and all staff in developing supportive relationships with families and children is strength of this nursery, making sure everyone feels valued and that children's emotional needs and choices are known and respected. Their commitment to providing interesting, safe and secure, and well-equipped play spaces both indoors and out, means that children make good progress and that their welfare needs are met overall. Some well-established partnerships with other providers, schools and other professionals ensure children receive extra help in the nursery and during transitions to assist their learning and development. Self-evaluation and shared ethos means the nurseries capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review how managers monitor the completion of learning journals and that targets for next steps and therefore planning for individual children provides sufficient challenge as they progress through the nursery

- re-evaluate how key workers find out about and liaise with other providers delivering the Early Years Foundation Stage who also share care and learning responsibility, to ensure progression and continuity of learning and care
- improve hygiene routines to protect the youngest children from cross infection, in this instance by instigating suitable hand washing routines before meal times for all children

The effectiveness of leadership and management of the early years provision

Children's care, learning and welfare are enhanced by the way the setting evaluates practice and works closely with parents to develop professional and supportive relationships based on the nurseries own clear principles put in place to underpin good practice. Resources, displays, and the use of sign language and key words used in the home help families feel welcome and valued. There are effective procedures in place for identifying and meeting the needs of children who require extra help in liaison with other agencies. All the necessary policies and procedures to safeguard children are in place and reviewed regularly. Recruitment and vetting procedures, risk assessments and daily checks make sure children are safeguarded from harm.

Parents receive good quality information about the nursery and their child's day. The nursery has its own web site and monthly newsletters keep parents in touch with plans and events. Daily observations and evaluation, informal feedback, diaries, learning journals and regular reviews based on observations and information from home form the basis of targets set for children's individual next steps and the overall planning of activities across all areas of learning. Learning journals provide a detailed record of children's achievements linked to the areas of learning. Very occasionally, they are not updated promptly and activities sometimes do not always provide sufficient challenge for those children ready to move on to the pre-school room.

Links with other key persons in the nursery and with local schools the children move onto are strong and there is continuity in learning to help children settle in to new environments. Links with some other providers who share care and learning responsibility for the children who also attend the nursery are not as well embedded in practice. Enrolment forms and 'chat wheels' have no statements or questions to act as a reminder for staff to ask, and parents to offer this information during settling sessions to assure consistency of learning for all children right from the start.

Since the last inspection, there has been some very good progress especially with regard to the development of the outdoor play area and the range of resources available to support learning through play both indoors and outside. As a result, the environment promotes children's sense of well-being through their enjoyment of activities out in the fresh air; children have freedom to explore, use their senses and can be physically active all day and in all weathers. The nursery is well-run and plans for the future are well-chosen; managers communicate their ambition

and drive to secure improvement.

The quality and standards of the early years provision and outcomes for children

Children settle in, make good progress and enjoy themselves in a rich, well-resourced environment that gives them the confidence to explore self-chosen activities independently. Children's understanding of how things work develops as they energetically roll balls down guttering and slides and run after to retrieve them. They develop their creative skills and imagination using a mixture of mud and leaves to represent a meal to be cooked in a tyre that becomes a pretend oven. Other children join in and use the same resources to their own ends. One decides it is part of a space ship and another decides to use the mixture to paint the wall.

Children enjoy their play and get on well with each other and all the staff. They cuddle up on the comfy settees for story time and work in small groups, for example, to make bread. Meals and snacks are carefully planned and prepared on the premises. Children relish a snack of carrot and cucumber sticks with a mint and yoghurt dip. Several vegetables are added to popular dishes such as spaghetti bolognese. As a result, children develop a taste for a wide variety of healthy foods and eat very well. Standards of cleanliness throughout the nursery are very good and children adopt appropriate personal hygiene routines. Occasionally the youngest children's hands are washed for them in a shared bowl of water which poses a risk of cross infection.

Children communicate and begin to solve problems with confidence. They watch carefully as a member of staff shows and describes how to mend a vice and hold a tool which they then try out for themselves. A box of animal hand puppets stimulates young children's interest. They particularly enjoy listening and joining in with familiar songs linked to the puppet she holds up. Children get pleasure from sharing books, mark making with range of media and drawing to develop early reading and writing skills in water, sand and on paper. They use simple mathematical language, cook and measure, compare size and shape, and build train tracks to accompany their role-play.

Children learn to keep themselves safe. They take part in fire evacuations and learn how to manage danger on outings to local shops and on walks. They handle tools adeptly and respect for other people and resources grows as staff model and encourage caring attitudes and politeness. As a result, children help during tidy up times and learn to say please and thank you when they want or receive help. Children respond to the calm manner and consistent application of behaviour management strategies. Their ability to cooperate and behave appropriately equips them with positive attitudes and the social skills required for their future well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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