

# Windmill Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	113832
<b>Inspection date</b>	12/05/2011
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<b>Type of setting</b>	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 is run by a parent management committee. It opened in 1992 and operates on the ground and first floor in part of a large converted building in East Grinstead, West Sussex. The nursery serves the local community and surrounding areas. There is an enclosed outdoor play area.

The setting is registered on the Early Years Register. A maximum of 32 children in the early years age group may attend the nursery at any one time. There are currently 42 children on roll, the setting receives funding for nursery education. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open each weekday from 8.00am to 6.00pm all year round, excluding public holidays and a week over the Christmas holiday. The nursery employs ten members of staff. Of these, seven hold appropriate early years qualifications and two are working towards a qualification. The setting works closely with the support from an Early Years Advisory Teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and settled and demonstrate ownership within their base rooms. The staff team work well and have a good understanding of each child within their group and mostly employ consistent strategies within the nursery. Routines are effective enabling children to learn, rest and play and most documentation is in place to support the running of the nursery. Leaders and the committee have a clear understanding of areas for development and through their prioritising, staff ensure children make good progress towards the early learning goals. Improvements have been implemented successfully since the last inspection. Through the development of some resources and implementation of many plans the setting demonstrates a strong commitment to making continuous improvement and raise outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- continue to develop the risk assessments to ensure they cover all areas of the nursery that need to be checked on a regular basis (premises, environment & equipment) 10/06/2011

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

- increase resources that promote babies tactile experiences and further develop equipment to offer children more choice in outside play
- develop consistency in the use of strategies to promote children's positive understanding of sharing resources and taking turns

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively because staff have an understanding of child protection procedures. Some staff have undertaken child protection training and the manager acts as the designated person for this area. There are clear and detailed procedures in place for the recruitment and vetting of new staff. Inductions, annual appraisals and ongoing training support staff as they develop their own skills. The nursery is run in different rooms and staff take responsibility in the room they are based to ensure children's safety. Risk assessments have been a recent topic for reflection and development. Although these are now more systematic they are not yet fully in place for all areas of the nursery, therefore this does not fully meet the requirements of the Early Years Foundation Stage. All other documentation is in place to support the running of the nursery. There are clear procedures for the recording of accidents and medication with several staff holding a current paediatric first aid qualification, ensuring children's well being.

The committee, leaders and staff are working very well as a team. They are reflective in their work and have an honest and open attitude to what is working well and what needs future development. Staff and leaders are prioritising areas for development that will bring about the biggest impact on the children. For example, the improvements to the planning and observations systems and the development of the outside space. Parents are encouraged to give their contributions to the setting and their ideas are valued and when possible implemented where appropriate. For example, children spending more time outside or implementing day sheets or communication books to all groups of parents. The staff are responsive to change and are working with outside agencies to identify areas for development and acting upon them. They therefore show a strong commitment to driving improvement within the setting.

Reflection and evaluation continues with regard to the setting and the best use of space. Babies and smaller toddlers have recently grouped together allowing staff to work more collaboratively and support the children. Additionally, older children are able to access two base rooms giving them free flow and more choice about their play. Throughout the nursery, equipment supports the children in all areas of learning, although the garden offers fewer opportunities for children to develop in some areas of learning as they focus more on adult led or physical play. Open shelving and low level furniture allows all children to become independent as they are able to make choices about their play. Staff assess the equipment in their own rooms and understand where small gaps are in equipment, such as natural and tactile resources within the baby room. The staff have a very good understanding of each child within their group, their development and individual needs and

therefore able to support children individually. The staff are keen to provide an inclusive setting. They promote this to the children as they encourage them to allow others to join in different activities and promote all activities to all children avoiding discrimination. Children learn to respect each other within their groups and listen and value what each other have to say.

The setting has developed highly positive relationships with all parents and is trying to extend partnership working with other settings and outside agencies. Communication books are used when children attend other early years settings to share information about children's time within the nursery. Leaders attend local forums and links have been forged with other early years settings and the local children's centre to share good practice ideas. Closer to the nursery, the setting has worked collaboratively with the two other settings where they are based over the development of shared spaces such as the garden. Parents are heavily involved in nursery life. All parents are invited and welcomed on to the parent committee and their views are sought through open discussions and questionnaires. There are effective channels of communication regarding general information to ensure all parents receive information in a timely manner. Staff promote parental involvement right from the start as they gain details of routines which staff continue to follow in the setting. Regular liaison with key staff and the sharing of information ensures parents receive tailored information about their child's progress. Parents add details through records of what children are interested in at home, these compliment progress reviews and the individual development records for each child. Therefore parents play a full and active role in their child's care and education.

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

Children are settled and happy within the nursery and each room offers the children a family group feel. The older children demonstrate high levels of confidence and independence. They make decisions about their play, show good self care skills and support each other. There are some firm friendships within the nursery, children demonstrate this as they greet others on arrival and extend discussion to their parents. Babies and younger children are settled and contented as staff offer good quality interaction and respect established routines which support the individual needs of each child. Through child led play all staff join in and interact well with the children; most offer extension and challenge through open ended questions. Some staff expertly use skills to develop children's interests in all areas of learning. For example, as children search for bugs and mini beasts staff introduce tools such as magnifying glasses, use tally charts and reference books, interactive stories and role play activities to compliment their study. Through some recent evaluation, the setting has developed its system's for the recording of children's progress towards the early learning goals. This ensures that children's interests and staff's observations of children at play are used more within the planning for each individual child; thus ensuring all are making strong progress. The learning journals are a shared document between key persons and the children's families where parents are able to make regular contributions

towards their children's learning.

Children and babies are and feel safe within the setting; they have strong relationships with staff and confidently ask for help or instruct staff members in their play. Babies are secure enabling them to develop well and grow in confidence. Staff implement effective and consistent strategies to promote children's safety; they therefore know how to follow safe routines. For example, the correct way to use the stairs to get to the garden. Older children are aware of keeping others safe and report any dangers to staff members as they see them. Children also understand the need to follow the clear hygiene routines that are in place. Younger children follow the photographic timeline and know they need to go to the bathroom before having their lunch. Children are able to access their own individual flannel and toothbrush after lunch which further promotes good hygiene practices. Snacks and meals are taken at the table where all children are learning good manners and skills for the future. Older children are able to participate in cutting up their fruit and pouring their drinks whilst younger children are becoming independent feeders. Meals are varied, nutritious and support individual dietary requirements. Fresh air and physical play is also balanced with rest and quieter periods through the day. The development of the fully enclosed garden offers the children a large space in which to run and play as well as some adult led activities planned by staff members.

Children are developing well in their skills in communication, literacy and their skills relating to information technology. Older children are keen to use the computer and can navigate around suitable programmes. Babies are beginning to develop their early fundamental skills and actively explore their surroundings. Staff support early communications skills with babies who demonstrate confidence in developing their babbles and gestures in to conversations with others. Older children are able to share information within their peer group through show and tell times and contributing their ideas within group activities of which they are valued for. All children play and work well both individually as they find their own spaces as well as with their peers. Behaviour throughout the nursery is good as all children are motivated in their play. Staff employ some strategies to enable children to understand how to take turns and share popular resources although these are not consistently applied. Children are given responsibilities within the nursery, for example, as they collect resources from other rooms. This builds their confidence and promotes all making a positive contribution within the group.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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