

Windmill Hill Day Nursery

Inspection report for early years provision

Unique reference number EY290845
Inspection date 25/02/2009
Inspector Nikki Whinton

Setting address Windmill Hill Business Park, Whitehill Way, Swindon,
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Type of setting Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Windmill Hill Day Nursery was registered in June 2004 under its current owner. It is a purpose built nursery situated in the Windmill Business Park in Swindon. It is one of 36 nurseries run by Child Base Limited. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday throughout the year from 08.00 until 18.00. Children have access to a fully enclosed area for outside play.

The nursery is registered to care for a maximum of 94 children under the age of eight years at any one time. There are currently 120 children aged from six weeks to under five years on roll, some in part-time places. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 30 members of staff who work with the children. Of these, 25 hold appropriate early years qualifications to at least NVQ Level 2 and five are attending training courses.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Windmill Hill Day Nursery offers a fully inclusive early years provision which values children's individuality and effectively meets their differing needs. Children progress because they experience a broad based programme of age appropriate learning opportunities both indoors and outside, whilst supported by an effective, committed staffing team. All have the chance to become active independent learners, able to work independently and with each other. The group has a genuine commitment to offering early years provision of the highest quality, knows what it needs to do next in order to develop and has the capacity to further improve the learning and care offered to the children.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessments to include each type of outing undertaken by the children and ensure that equipment stored in the toilets does not pose a hazard to children
- develop links with other early years settings attended by the children.

The leadership and management of the early years provision

The staffing team is well qualified, enthusiastic and very capable. They have a clear understanding of their important role in protecting children and of the correct procedures to follow if concerned about the welfare of a child. There are effective

procedures for making parents aware of the provider's child protection responsibilities, prior to a child commencing in the setting. Nevertheless, accidents to children prior to their arrival at the setting are not always followed up expediently. The staff are reflective practitioners, who take an active role in evaluating the effectiveness of the provision. There is a clear understanding of the group's many strengths and of areas for improvement, such as developing links with other providers. The provision has an excellent partnership with the parents. They are provided with comprehensive information about the setting, its policies and procedures prior to their child commencing in the setting. They are actively encouraged to become involved in their children's learning, both within the provision and at home. They are invited to join the parents' forum and to attend twice yearly stay and play days. The parents are asked to complete written questionnaires about the quality of the provision, which are then used to support the development of the setting. They have six monthly planned opportunities to review and discuss their child's assessments with their child's key person. In addition, they are kept up to date through informative, well arranged notice boards, newsletters and daily opportunities for informal discussion with staff.

The quality and standards of the early years provision

Children play and rest within a provision that is very clean, well maintained and of an appropriate temperature. Carefully labelled displays of children's artwork and photographs of children engaged in activities, help to create a vibrant, welcoming environment for children and their parents. Children of all ages are encouraged to be active, independent learners, both indoors and within the stimulating outdoor learning area. Older children are able to help themselves to a wide range of resources that are stored in low level units to enable independent selection. Non-mobile babies have a range of toys placed within their reach, so that they too can make choices regarding what they explore. The staff act as good role models, talk to the children kindly and have a positive rapport with them. They are actively involved in the children's play and use good questioning techniques to reinforce and extend children's learning. For example, whilst building with balancing equipment in the garden, children are asked to consider how they will prevent their design from falling over. Similarly, whilst engaged in role play in the setting's 'hospital', children are asked to point to where their heart is located. High quality support is given to children with additional needs to assist them in maximising their potential. The staff ensure there is a good balance of child-initiated and adult-led opportunities. They undertake regular written observations and assessments of the children. This information is collated, together with photographs of children engaged in activities and placed in their record files. The staff also complete monthly Learning Journey reports which are shared with parents. On these occasions, parents are asked to share what they know about their child's achievements, to help staff inform their assessments and in their planning for each child's next steps. However, the group has not formed effective links with other key early years providers attended by some of the children, to support the staff in ensuring a continuity in children's learning.

Children appear confident and settled. Older children are developing their self-care skills through daily routines, such as putting on their own clothing for outside play,

wiping their own noses before hygienically disposing of the tissue and by self-toileting. Children are effectively learning about healthy eating through topic based food sampling activities and the varied, balanced menu of freshly cooked meals and snacks that they enjoy whilst in the provision. The staff have a clear understanding of the importance of meeting children's dietary or allergy requirements and there are thorough procedures for ensuring these needs are met. Children make choices regarding the snacks they eat, such as home made cheese scones and a variety of fruit. Both at snack and meal times, children are able to eat food in sufficient quantities to meet their differing requirements. In addition, each child has continual access to their own named water bottle. This helps to ensure children are drinking fluids in sufficient quantities to meet their individual requirements. There is a range of measures to support children's safety. The premises are secure, sleeping babies are carefully monitored and risk assessments are completed on a regular basis. However, unsecured cleaning mops are stored in toilet cubicles used by the children, constituting a fall hazard and the record of risk assessments does not include assessments for each of the different types of outing experienced by the children.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met