

Windmill Under 5's

Inspection report for early years provision

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Inspector Tracy Bartholomew

Setting address Lacey Green Sports and Social Club, Main Road, Lacey Green, Princes Risborough, Buckinghamshire, HP27 0PL

Telephone number 07821 554343 9115pm

Email

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*.

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.

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Description of the setting

Windmill Under 5's Pre-school opened in 2004. It operates from the sports pavilion in the rural village of Lacey Green on the outskirts of Princes Risborough, Buckinghamshire. A committee of parent volunteers manages the pre-school. The pre-school has use of the main hall, kitchen and small inner lobby at the sports pavilion. There is an enclosed outdoor patio and bark play area. Children have use of the playing field and local play park as additional play space. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school may care for no more than 24 children under eight years at any one time. Of these, no more than eight may be under three years. There are currently 30 children on roll. The pre-school receives funding for nursery education. The pre-school opens each weekday from 9am to 12 noon during school terms. An extended session is on offer with a lunch club operating from 12 noon to 1.30pm each day. Children attend from the local community and surrounding areas. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications. Of these, three staff are qualified to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend at this pre-school where their learning and development is effectively promoted overall. Children develop close trusting relationships with adults and their peers and this, as a result, ensures children feel secure. Most procedures support children's health and children are safeguarded well overall. Highly successful partnerships with parents and good working relationships with other professionals clearly contribute towards children's achievements and their individual needs being met. The pre-school's commitment to maintaining 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:

- enable babies and very young children to enjoy daily routines, such as nappy time, by reviewing procedures to promote their comfort and privacy
- support children's transitions further by strengthening partnerships with others to ensure progression and continuity of learning and care

The effectiveness of leadership and management of the early years provision

The committee, management team and staff work closely to ensure safeguarding children is well promoted across all areas. All staff have a strong awareness of their responsibilities and duty to safeguard children. There are good quality procedures in place to maintain children's safety, which enables the staff to act in the best interests of the children if a child protection referral is needed. Risk assessments are concise and effectively work in practice. This enables the staff to maintain the children's well-being at all times as the premises, equipment and environment are kept safe. A detailed range of policies and procedures are in place and these include all required documentation to support the daily management and practices of the setting. Robust and thorough steps are in place for the recruitment of new adults and this is followed by a successful induction process. All members of staff are clear about their responsibilities and duties, which as a result enables the setting to run successfully.

The setting makes good use of the self-evaluation process. They are reflective in driving improvements and this has enabled them to take on board the recommendations from the previous Ofsted inspection. They work closely with parents and other agencies to enhance and consistently improve their setting, which has enabled them to further enhance their practice and in turn promote outcomes for children. Although the setting has recently undergone some leadership changes, this has not affected the overall good quality of care that the children receive. This is due to the consistently strong dedication of the team. Profiles and assessments are in place for the children; these are currently under review as staff have started to implement their knowledge from recent training within them to successfully show how the children are developing and achieving. Planning is consistent and fully incorporates the six areas of learning. Staff are very proactive and utilise their skills, knowledge and dedication to ensure that the setting is conducive to children's learning. For example, they set up the hall with posters, art work, displays and equipment every day. In addition they make effective use of the available resources and the space, which as a result enables the children to make a significant progress in their development.

All staff have a firm understanding and awareness of how to promote equality and diversity. They accurately use their knowledge to underpin everyday practice. For example, they know each child very well and work with other practitioners to meet their differing individual needs, whilst promoting inclusive practice. Partnership with parents is exemplary. Communication is excellent at all levels and ensures parents are extremely well-informed about their children's day and the progress they are making. Highly effective arrangements are in place for involving parents in children's learning. The setting regularly have parental helpers in to set up the setting on a Sunday evening and have special event to ensure all parents are valued and included, such as Dad's day. Parents comment that they are extremely happy with the excellent care provided and the accuracy of progress records which, for them, demonstrates how well staff know their children. There are strong

organised links in place with other settings which children attend, such as nurseries and other child carers. Transition arrangements for when children leave the setting to attend school are in their infancy, but channels are open which means that children's achievements and well-being are effectively supported.

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

Children are confident and happy at the setting; they are relaxed and clearly enjoy the well planned activities on offer. They benefit from the stimulating environment which allows them to be active learners by self-selecting resources as needed. Staff have formed good relationships with children; this as a result enables the children to feel secure and confident within the learning environment. Staff work very well with the children, developing their knowledge and understanding consistently within the day. Children actively invite them into their games. Good quality communication lies at the heart of this setting as staff consistently engage with the children, questioning their ideas and thoughts. For example, at circle time the children enjoy listening to each others news and participate enthusiastically in the story at the end of session.

Children of all ages enjoy free-flow activities. They play interactive listening games, engage in their own imaginative play and learn new skills in technology. This is evident, for instance, as they use the tape measure and construction tools and pretend to make a garage in the garden. Their learning is well supported through the use of the accessible art and craft materials to aid their creativity. They are developing their knowledge and understanding of programmable equipment, through the use of software on the computer. Science and experimental activities develop children's thought processes and inquisitiveness. Problem solving, reasoning and numeracy is effortlessly supported in a broad range of contexts, For example, children enjoy discovering and reasoning together as they try to establish how a tree they have made out of dough will stand up. Children work well independently and seek help when required, for example, they ask for the garage to be taken outside to aid their game with the vehicles. Physical development is very well supported and children are motivated to be active; the children benefit from the secure access to the tarmac area where they enjoy playing on scooters and skipping. Overall, the children develop many skills necessary for their future learning and development.

All staff have a sound insight to their key children's developmental status. They gain information from parents on their initial meetings, which enables them to meet the individual learning priorities of the children accurately. Ongoing visual observations are made of the children. These are well organised and include photographs and completed artwork. Children benefit from a rich and vibrant environment and staff support and value the children's creations, through displays. Children's good health is promoted well overall. They enjoy nutritious snacks and have good opportunities to learn about the importance of healthy eating through

topics. Staff are vigilant in ensuring children develop good hygiene habits. Consequently children wash their hands after going to the toilet and before snack, without consistent reminding. Children have their personal needs well-maintained. However, their privacy is not consistently maintained by all staff, because nappy changes are completed in toilet doorways.

Children are taught how to keep themselves safe as staff plan learning opportunities for the children to consider safety, such as visits from the police. Children are developing a good awareness of how they can maintain their own safety and this is implemented in their play, especially when making tea in the role-play area. Children's behaviour is good overall and they are gaining a clear understanding of right and wrong. They are beginning to show consideration for others as they share and take turns and the staff act as a good role models.

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	2
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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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