

Windmill Lane Pre-School

Inspection report for early years provision

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20/10/2011

Inspector

Angela Cuffe

Setting address

Community of Christ Church Hall, Windmill Lane, Denton,
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Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Windmill pre-school opened in 1986 and operates from three rooms within the community of Christ church hall. Children have access to an enclosed outdoor play area. The pre-school is in Denton, Manchester. It is open each weekday from 9.00am to 12.00 pm and then 12.30 until 3.30pm during school term time only.

The pre-school is registered on the Early Years register and both parts of the Childcare register . A maximum of 32 children may attend the pre-school at any one time. There are currently 56 children aged from two to under five years on roll.

There are 10 members of staff, seven of whom hold early years qualifications to at least level 2. One member of staff has a foundation degree and one has achieved a masters degree in early childhood studies. The pre-school operates within the Pre-School Learning Alliance and provides funded early education for three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that the staff team successfully promote their welfare and learning. Children are safe and secure and thrive as they learn about the local environment and the world around them. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure the needs of all children are well met. Children progress considerably well, given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that priorities for development are continually maintained, resulting in an effective provision that responds to all user needs. Areas for improvement are the risk assessments and to update the details in the policies.

What steps need to be taken to improve provision further?

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

- update the complaints procedure to ensure that it contains the new telephone number and address of the regulator (safeguarding and promoting children's welfare) 03/11/2011

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

- ensure risk assessments cover the storage of sharp knives and the

temperature of the radiators, and take appropriate action to minimise risks identified

The effectiveness of leadership and management of the early years provision

Adults give high priority to safeguarding children, they have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. Children's health, safety and well-being are maintained by the implementation of policies and procedures that are individual to the setting. However, The complaints procedure still has the old contact details of the regulator, which is a breach of regulations. Risk assessments on the premises and also for outings, ensure that safety is continually monitored and reviewed. Nevertheless, some hazards have not been identified in these checks and pose a risk to children. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. All required records and documentation are in place.

Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. A good range of resources are deployed well to ensure that all children have continuous free access to them. The staff work well with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide very positive feedback and are complimentary about the care their children receive. Continuity of care for the children is enhanced as the staff develop effective links with other provisions children attend.

The staff team have a secure knowledge of the Early Years Foundation Stage framework. A highly effective key-worker system is in place, which directly impacts on the observation and assessment process. Meaningful observations are carried out spontaneously which are then linked to the six areas of learning, each child's next steps and the overall planning which has a highly effective impact on the learning and development each child receives. Most of the staff team have an early years qualification and all attend regular relevant training in core skills. This good practice ensures the continuous improvement of the provision.

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

Children are happy and well settled. The staff are truly committed, enthusiastic, caring and supportive, which enables children to feel safe and secure and form trusting relationships. Children are eager to attend and make significant gains in their learning. Emphasis is placed on children learning through play, exploration and fun. Well thought out planning ensures that a wide variety of stimulating activities are available for children to choose from at all times. This ensures all children are able to participate in activities and as a result, they make good progress in their development and are motivated to learn. Children are enthusiastic

learners and take a lively interest in everything they do. They show high levels of independence, curiosity, imagination and concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they bash the play dough to classical music and chase after one another in the garden. Children confidently communicate with each other as they build a large tower from bricks.

All children show a strong sense of security and feel safe within the setting. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children are confident and competent at expressing their thoughts. They enjoy books and story time which enables them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, computers, magnets and games successfully promotes children's problem solving and reasoning. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing-up clothes, books, dolls, puzzles and musical instruments. Teaching is rooted in knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Children develop a keen interest in nature during their time in the outside play area, walks in the local community and visits to farms and other places of interest. They also access large equipment, which helps them to develop control and coordination over their bodies. Children eagerly express their creativity as they regularly access a range of materials to create pictures, such as old boxes, glue, leaves and paint.

All children show a good understanding of the importance of following personal hygiene routines and healthy eating. Children have regular opportunities to engage in a wide range of physical activities, both indoors and out and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy lifestyle. The children are provided with fruit for snacks and have access to drinking water at all times to enable them to satisfy their thirst when needed.

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