

Windmill Day Nursery

Inspection report for early years provision

Unique reference number 502179
Inspection date 25/11/2011
Inspector Melanie Allen

Setting address 6 Church Road, Thornton-Cleveleys, Lancashire, FY5 2TZ

Telephone number 01253 868 160
Email linda.porter1@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Day Nursery has been open since February 2001. It operates from a detached house in the village of Thornton. The setting is in close proximity to the village centre, schools, library, and health centre. Children have access to two large downstairs rooms, which include separate changing facilities and a small bathroom, and three rooms upstairs comprising a main area, role play room and messy room. Toilet facilities are also available on this floor. There is an enclosed outdoor play area to the rear of the property with a large area laid to hard standing to the front.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 34 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 51 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine staff members, including a manager who holds a teaching qualification and the Early Years Professional Status qualification. Six members of staff hold a relevant level 3 qualification; two members of staff are currently completing apprenticeships, one at level 2 and one at level 3. Ancillary staff are employed to carry out cleaning and cooking roles. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting supports children on an individual basis, which enables them to make good progress from their starting point. Staff have a good knowledge of the Early Years Foundation Stage, which ensures that the children's welfare and learning needs are met at all times. In the main policies and practices are effective and contribute towards the safety and welfare of the children. Partnerships with parents are effective in making sure that the needs of all children are met along with any additional needs. Purposeful partnerships with others contribute towards consistency and continuity for children. The manager leads a good strong team who are able to reflect on their practice and continually improve the provision for all children.

What steps need to be taken to improve provision further?

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

- keep a record of regular safety checks and when and 30/12/2011

by whom they are made. (Suitable premises, environment and equipment)

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

- ensure that policies and procedures are reviewed on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The manager and two lead members of staff responsible for this area have a sound knowledge of safeguarding issues and are able to implement appropriate procedures to protect a child from possible harm. Documentation for safeguarding is in place and is easily accessible. Robust systems ensure staff are suitably checked and qualified for their role. Passwords are used by the setting when unfamiliar people are collecting children. The setting has all the required policies and procedures in place, however, some have not been reviewed and updated. Risk assessments are completed for the premises, both internally and externally to monitor children's safety. However, the visual daily risk assessments are not recorded, which is a breach of the welfare requirements.

Children thrive in a nursery that is well resourced and organised. Staff make good use of the learning environment inside and outside, to promote development. Resources are attractively displayed in easily accessible boxes and older children are able to self-select. The manager is aware of the setting's strengths and weaknesses. The self-evaluation form is used successfully to monitor, evaluate and plan next steps for the provision. Since the last inspection, the setting has achieved the Lancashire Quality Assurance 'Step into Quality' award. They continue in their reflective practice and also achieved the 'ICAN Talk' award from ICAN, a speech and language charity. This enables staff to recognise children with speech and language concerns earlier and provide early support. Actions from the previous inspection report have been addressed promptly and effectively. For example, drinking water is available to every child via their own cup or bottle.

Partnerships with parents are strong. Parents are very complimentary about the setting and are happy to recommend the setting to other parents and carers. Parents complete a learning journey questionnaire with details of how they feel their child is making progress. This supports their involvement in children's progress towards the early learning goals. Partnerships with other agencies are also in place, as good practice in order to support individual children's needs.

Staff are able to offer sensitive support to all children, including those who have special educational needs and or disabilities. An effective equal opportunities policy is regularly reviewed and supports the setting in being inclusive. Individual children with identified needs are included fully in the setting, without being singled out as different.

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

Children feel safe and relaxed in the setting. They are confident and competent and are able to communicate their thoughts and feelings through words or gestures. Younger children are happy to sit with staff looking at picture books as others arrive. The pre-school children confidently talk to the inspector about the weather, when it is raining heavily and very windy on the day of inspection. Staff act as good role models in helping children to stay safe and a small induction for each new child helps them to settle. Safety rules assist children to be safe and care for others. For example, children are encouraged to be careful when joining in with a dance CD, they know to find themselves a space. The pre-schoolers are able to describe the shapes they were making, 'look we are like stars'.

Hygiene standards are good and children are learning the importance of washing hands, which is closely monitored by staff. Children enjoy delicious, home produced meals and healthy snacks, with weekly menus to provide variety. Older children were encouraged to count out how many cups and plates were needed for lunch. Meal times are used as a social time, as staff sit and eat their lunch with the pre-school children and chat. Alongside the nursery's continuous outdoor activities, a coaching team comes into the setting to develop ball skills and teamwork, once a week for all the children attending the nursery.

Children make good progress in their learning from their starting baselines. There are systems in place to record, evaluate and plan activities which interest the children and are linked to the six areas of learning. Children thoroughly enjoy playing in the bright and well organised play spaces. They move freely from task to task and independently interact with the resources. The younger children enjoyed playing with the farm animal form boards, which staff made fun by encouraging them to make the animal noises. Children have good quality conversations with the staff; whilst they build a train track in pre-school, they talk about size of the track, the numbers of pieces needed and will the train go fast or slow. They are asked appropriate open-ended questions enabling them to develop their learning.

Children's behaviour is exceptional and is supported and fostered through positive interaction and guidance from staff. This is well supported by the staff in the setting, as they show respect and positive interactions with each other, which the children can see on a daily basis. Pre-school children are delighted when a toddler comes for a taster visit, as they can be their role model and guide. They respond well to the responsibility of being with a younger child. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the setting makes effective use of activities to introduce new ideas and promote diversity.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met