

Windmill Hill Nursery

Inspection report for early years provision

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Inspector Elisia Jane Lee

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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.

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Description of the setting

Windmill Hill Nursery is a private, voluntary setting, which opened in 2007 to serve the local and surrounding areas of Windmill Hill as part of the local children's centre initiative. The centre comprises of a day nursery and out of school club. The nursery is open each weekday for 51 weeks of the year from 7.30am until 6pm and the out of school club operates from 7.30am until 9am, during term time and 7.30am until 6pm, during school holidays.

Children are cared for within the five designated rooms within the purpose built Children's Centre. The centre is managed by a committee made up of parents, the head teacher and governors of the school. A maximum of 55 children may attend the nursery at any one time and there are currently 47 children on roll between the ages of one year and four years old. Of these, 37 are in receipt of funding for nursery education. A maximum of 20 children may attend the out of school club which operates flexibly according to demand for places and as a result, there are no children currently on roll. All children share access to a secure, enclosed, outdoor play area. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The committee employ a nursery manager who holds a relevant early years qualification. She oversees the day to day running of the nursery and out of school provision and works closely with the management committee. In addition, 10 staff are employed to work between the day nursery and out of school club. Most of the staff have early years qualifications to level two or three and some are attending additional training. The Qualified Teacher support (QTS) employed by the school, supports staff in the monitoring and development of the pre-school education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make secure progress in their learning and development and enjoy a wide range of interesting and enjoyable activities, which cover all areas of learning. Their individual needs are well met through effective planning and observation systems. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Records, documentation, policies and procedures are reviewed regularly and are implemented effectively to promote and safeguard children's welfare. Information is effectively shared through purposeful partnerships with parents and carers and exemplary relationships with other professionals. The setting uses self-evaluation and review systems efficiently to ensure their service is continually improving.

What steps need to be taken to improve provision further?

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

- review lunch time routines to ensure opportunities for children to develop their self-reliance and independence skills are provided.
- Increase opportunities for children to access to multi cultural resources.

The effectiveness of leadership and management of the early years provision

The management team ensure the safety and welfare of children because arrangements for safeguarding are good and are clearly understood by all staff. Effective selection, recruitment and induction procedures are in place to ensure staff are appropriately vetted. Policies and procedures are reviewed on a regular basis to ensure they are up-to-date and fit for purpose. Documentation that promotes children's health, safety and wellbeing are in place and embedded in practice. Staff ensure that the indoor and outdoor environment is always safe, through detailed risk assessments and daily safety checks. The management team are actively involved within all aspects of the club and are fully committed to achieving a high level of service. This is demonstrated by staff undertaking continued professional development training, to update their skills and knowledge. Regular meetings and informed discussion help keep a focus on identifying strengths and weaknesses and on improving practice. The recommendations raised at the previous inspection have been successfully addressed, which has a positive impact on the children's care and developmental needs.

Staff have created a relaxed and welcoming environment. The available resources are used creatively and support children's learning and development, for example, babies and younger children have their own designated outdoor space, which supports younger children feeling secure within the setting. A good equality and diversity policy outlines a commitment to promoting inclusive practice, which all staff implement well, particularly for children with special educational needs and/or disabilities. This could be further enhanced by ensuring that opportunities for children to access multi-cultural resources are increased. Staff have a good knowledge and understanding of individual children and as a result, their care and developmental needs are well met.

Highly effective systems are in place to work alongside the onsite school, parents and carers, to ensure progression, continuity of learning and smooth transition, for all children. Partnership with parents and carers is given a high priority. For example, staff seek out parental views through questionnaires, use home link books as an effective method of communication and ask multi-lingual parents to come into the setting to read stories in their first language.

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

Children enjoy a wide range of play experiences and make good solid progress in their learning and development. Staff use their knowledge of children's interests and observations to plan activities that are enjoyed by many of the children and to promote independence. For example, familiar childhood characters are used to

explore different topics and engage children in play and learning. Children are learning how to be considerate individuals with a desire to participate and achieve. Children are greeted warmly at the door and show a strong sense of security and belonging. Their personal, social and emotional development is fostered well, due to the strong positive relationships built up between staff and children. As a result, children's behaviour is good. They participate in purposeful play and display positive attitudes and good cooperation skills with their peers. Children are developing their independence through tasks, such as, choosing toys and equipment for themselves. However, opportunities for pre-school children to develop their self-reliance and independence skills during lunch time, are less well developed.

Staff provide a wide selection of resources to support children's communication, language and literacy skills. For example, the relaxed environment means children easily adopt roles and play imaginary games, singing, dressing up and supporting each other in their play. Children's creativity is supported through a wide range of role play equipment, mark making resources and a good range of art materials and media. For example, children use a computer and interactive whiteboard to learn about numbers and letters. Children have fun and enjoy the outdoors where they freely choose activities to develop their creative and physical skills. The children access the onsite forest school and use 'real tools', such as, hammers and nails to explore working with wood. Children's numeracy skills are supported through a range of activities. For example, children use construction bricks to build different structures and sing songs to support ordering numbers and counting skills. Children are valued and engage in a good range of planned activities and experiences, which help them to learn about their own and others customs. For example, children celebrate different cultural festivals, such as, Christmas, Eid, Easter, Diwali and Chinese New Year.

Children learn how to stay safe through themed activities, ongoing discussions and taking part in evacuations of the building. Staff provide healthy snacks and the children show a good understanding of healthy eating and exercising as part of a healthy lifestyle. Children have valuable opportunities to use cause and effect push button toys, torches, sensory light up resources, interactive whiteboard and a computer. Children share resources well, helping younger children learn new skills and playing cooperatively. Consequently, children effectively develop good skills for the future.

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	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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