

Windmill Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The Windmill Nursery opened in 1983. It operates from one room in a purpose-built building within Wandsworth Common Park in the London Borough of Wandsworth. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register for 24 children aged two years to the end of the early years age group. The nursery is open from 9.15am to 12 noon during term time only. There are currently 44 children on roll who attend a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of staff who all hold appropriate early years qualifications. The setting receives support from Wandsworth Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff effectively promote the unique needs of every child and meet their learning and welfare requirements very well. Children play in a stimulating, inviting and secure environment. Staff are well informed of children's starting points, which are obtained through discussions with parents and observations. This enables staff to plan effectively for children's future learning and development across most of the six areas of learning. There is a strong and positive partnership with parents and most other early years providers to make sure that the individual needs of the children are met. The self-evaluation system is effective, identifying weaknesses, celebrating success and maintaining continual improvement.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to link sounds and letters through adult-led activities
- improve further children's opportunities to find out about and learn how to use appropriate information and communication technology, such as computers
- further extend partnerships with feeder primary schools to enhance children's transition.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are implemented extremely well through the effective policies, procedures and safety practices adhered to by all staff. Staff are highly trained in child protection issues and make this their first priority. Robust systems are in place to ensure the recruitment, vetting and continued suitability of all staff working with children. Fire drills are regularly practised, recorded and evaluated to ensure all children have an excellent understanding of what to do in an emergency. Staff conduct thorough risk assessments of the premises and of equipment that children may come into contact with, so they are safe at all times. Staff are motivated towards their own professional development and are provided with opportunities to attend training. All required documentation is in place to effectively promote children's well-being and good health.

The staff team have established good working relationships and are all committed towards the ongoing improvements of the nursery. Regular staff and planning meetings help to ensure good quality provision for all the children. High quality resources are accessible, encouraging all children to engage in activities that are inclusive and promote most areas of learning very well. Staff have a thorough understanding of each child's learning and welfare needs and value them as unique individuals. Staff support children in developing a strong understanding of diversity through effective partnerships with external agencies, positive parental engagement, individual planning and the cultural celebration of festivals and events around the world.

The senior team work well together to maintain high standards and to drive improvement. They are experienced, have a range of complementary skills and provide effective support to their staff. Staff are able to express their views and make suggestions for change and further improvement. All recommendations from the previous inspection have been fully addressed. For example, all children are encouraged to develop independent self-care skills. Parents' views are sought through questionnaires, while children's views are canvassed through circle time. The nursery has an ambitious drive towards their continuous development.

The nursery has established effective links with external agencies. Staff have a good understanding of the systems in place to liaise with other professionals, particularly local authority consultants and health practitioners. However, links with some feeder primary schools have not been fully established. This limits staff's ability to ease children's transitions to school. The nursery has an effective key person system and practices are in place to engage all parents in their child's day. For example, parents and children receive a friendly welcome and staff attend to meeting individual needs and exchanging information with parents through conversation or by e mail. The parents' information area keeps them up-to-date about policies, procedures and news of forthcoming events. Parents are very happy and feel confident to talk to staff at any time about any concerns or to celebrate in their child's success and achievements.

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

Children are making good progress because staff have a secure knowledge and understanding of how children learn and adapt their approach to suit different ages and needs. Children are happy, settled and confident moving around the nursery choosing activities. They are familiar with the routine due to continuous practices and stable staff. The nursery is well organised, allowing children easy access to resources promoting self-help skills and independence. Older children communicate with a great deal of confidence, talking enthusiastically about their activities. For example, they explain how their plants require water for growth and recall how they created their artwork from photographs. The outdoor area is popular with the children and provides a well-resourced and rich learning opportunity. For example, younger children challenge themselves on the climbing frame, whilst older children play fantasy games using the wooded area and wheeled vehicles as props.

Children enjoy sharing books and listening to stories. Younger children show great interest in books and will imitate reading behaviour in preparation for their own development in future reading and listening skills. However, there are less planned adult-led activities to support children's learning in linking letters and sounds. Children are provided with the opportunities to develop their writing skills. For example, older children write their names on completed pieces of work independently with many letters correctly formed. Children progress well in their mathematical development. For example, children accurately measure quantities in cookery sessions, sort shapes according to size and colour and relate addition to combining two groups using appropriate mathematical language. Children have daily use of technology using electronic devices; such as, telephones, electrical toys, and keyboards. However, the setting do not provide children with regular opportunities to use computers. The nursery provides the children with many opportunities to develop their creative and fine motor skills. For example, children confidently use a range of art media, recycled and malleable materials to create paintings, collages and models.

The staff plan for individual children's learning needs through a flexible planning system which links closely to children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. Information regarding children's achievements and needs is used very effectively to support each child's learning and development. Written plans are linked to the six areas of learning, reflect the learning intentions and make clear what the children are expected to learn from the activities. The setting also effectively promotes children's individual learning patterns, interests and activities.

Children demonstrate an exemplary sense of safety. They learn how to use tools and resources safely and experience safe risk taking when participating in challenging physical activities. Children develop extremely secure relationships with staff, for example they readily approach them and happily talk to them about their personal experiences. Children's well-being and good health is encouraged. For

example, they wash their hands independently after toileting and prior to eating, disposing of paper towels in the bins provided. Children enjoy eating tasty snacks, which they prepare. Children are extremely well behaved. They share and collaborate with each other in their play exceptionally well. Staff are good role models to the children, not only offering them praise, but also encouraging them to support each other. Consequently, children of all abilities feel highly self-assured and enthusiastically participate in the activities on offer.

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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