

Windmill Pre School

Templefield Lower School,, Steppingley Road, Flitwick, Bedford, MK45 1AJ

Inspection date	11/01/2013
Previous inspection date	03/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's needs are exceptionally well met because planning and assessment are rigorous and highly appropriate to their individual needs of children.
- Children are very well protected because staff are diligent in their approach and excellent in their practice.
- Management are highly committed to excellence and have implemented highly effective methods to ensure that the provision offers children the best experiences to promote their learning and development.
- Staff are highly skilled and use excellent teaching methods to support children's learning and development. This promotes children's exceptional progress.
- Children's behaviour is exemplary. This is because staff use very effective ways to manage their behaviour.
- Children make excellent progress because staff plan highly absorbing, challenging experiences and activities that are entirely appropriate to the children's needs and interests.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector examined planning and assessment records.
- The inspector spoke to parents and took their views into account during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Windmill Pre School opened in 2008 at its present location and operates from a self-contained setting in the grounds of Templefield Lower School in Flitwick, in Bedfordshire. It is registered on the Early Years Register and is a committee run group. Ramps to the entrances mean that the premises are easily accessible. Children have access to a fully enclosed outdoor play area and school fields.

The setting is open each weekday during term-time and there are two sessions; 9.15am to 11.45am and 12.45pm to 3.15pm, with the option of a lunch club between 11.45am and

12.45pm. There are 31 children on roll in the early years range. The setting provides funded places for three- and four-year-olds. Most of the children live locally.

There are 10 permanent staff members. Of these, the manager holds a level four qualification, five staff members hold level 3 qualifications, two staff members hold level 2 and one member of staff is working towards a level 2 early years qualification. The remaining member of staff is unqualified.

The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a visual timetable to enhance the support that young children receive as they get used to the daily routine of the setting. This will provide further assistance to children to settle readily at the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress because staff have exceptional teaching skills and ensure that they exploit all opportunities to maximise children's learning. Their robust planning is very well informed by rigorous assessment of children to provide highly relevant activities and experiences covering all areas of learning. For instance, children show excellent sorting and counting skills as they play with model farm sets by grouping animals. They use secure counting skills to indicate which group has the 'most' and 'least' amount of animals. Staff extend children's learning further by asking children how many remain if one animal is taken away. Children develop essential listening skills as staff take them for 'listening walks' around the locality so that they are aware of environmental sounds. Older children recognise their names confidently as they self-register on arrival. They have strong phonic knowledge because they know the initial letter sound of their name and can identify other words using the same letter sound. A wide range of letter puzzles and computer software is used well by the children to consolidate their knowledge. Children enjoy practising their early writing skills and use a vast range of tools and materials in the writing area to make marks for different purposes.

Outdoors, staff provide children with chalk blocks which they use skilfully to draw large

recognisable pictures on the ground. Staff maximise the potential of the outdoor area to support children's early writing skills by turning the play house into an office equipped with a stimulating range of writing tools and materials. The book corner is a hub of quiet enjoyment for the children. They settle cosily on bright cushions and browse through a vast selection of books by popular children's authors, or listen attentively to staff who read their favourite stories in animated fashion.

Children plant and grow a range of fruit and vegetables in the outdoor area and this provides enriching first-hand experience in understanding plant growth. Staff show excellent understanding of children's needs by, for example, using a laptop to carry out simple research on dinosaurs, which are of great interest to the children. Children are very competent in using technology as they select pictures and open programmes to find relevant information.

Staff have excellent knowledge of how children learn and develop and provide children with lots of opportunities to initiate their own play. This is carefully balanced by adult-led activities. Staff have thorough knowledge of children's abilities because they carry out regular high quality observations that determine children's next steps for learning. They maintain comprehensive and well-organised learning journals that contain samples of work, photographs of children's skills, observations and stages of development, and summaries of their progress. From this information, staff devise highly focused activities to meet children's needs effectively. Consequently, children achieve well and are very keen and enthusiastic learners. Staff carry out excellent progress checks on children aged between two and three years of age that provide highly relevant information on children's abilities and an action plan to support children development in the key areas. The plan contains very helpful suggestions for parents on how to support their child's learning at home.

Children's learning is enriched by visits from a range of people from the local community, such as pet shop owners who bring in a variety of animals for children to handle and learn about. Staff work closely with community health professionals who provide information and advice for any children who have special educational needs and/or disabilities. They use very effective strategies to support children who learn English as an additional language and work closely with language specialists and interpreters. This helps to promote excellent outcomes for children.

Staff engage highly with parents to keep them extremely well-informed of their child's progress. They have meetings each term with staff to discuss children's development and receive reports on their progress. Each term, staff provide parents with useful suggestions on ways they can support their child's learning at home. Parents complete 'more about me' forms that provide staff with parents' observations of their child's skills. This excellent joint working offers parents meaningful ways to contribute to their child's learning and development and helps to promote exceptional outcomes for children.

The contribution of the early years provision to the well-being of children

Children are very keen, highly motivated and enthusiastic learners. They have warm and secure relationships with staff who provide highly appropriate routines that help children to settle well. Key persons spend a considerable amount of time getting to know children when they first arrive at the setting, so that they have thorough knowledge of their likes, dislikes, interests and abilities. They talk with parents so that they know children's starting points and carry out long observations to build an accurate picture of the child. Although children settle readily, there is no visual timetable to show the key events in the settings daily routine in pictures, to enhance the experience.

The environment is highly organised and has a vast variety of stimulating resources and equipment that are accessible to children in labelled containers. Children also select items from a 'choosing book' which staff then bring out for them. This supports independence of choice and child-initiated activities well.

Older children are independent and have extremely competent self-care abilities. They use the bathroom without assistance and readily wash their hands at appropriate times, without the need for adult reminders. Younger children are supported in the process. All children show excellent awareness of how to keep themselves safe by, for example, wearing warm clothes when they go outside in cold weather and by wearing protective clothing when they play in the water tray. They assess small risks for themselves, such as whether they can balance from a safe height and this helps them to make good judgements so that they behave in safe ways. Staff change nappies in clean and private conditions and dispose of nappies hygienically to reduce the risk of cross infection.

Children are very healthy because they have daily physical exercise and fresh air in the expansive school fields and well-designed outdoor area. They practise a variety of physical skills as they use a wide range of large and small equipment. Staff provide children with challenging physical experiences to hone their skills. For example, they take the children to the expansive school fields to use stimulating obstacle courses that promote a wide range of physical skills. Children use an extensive variety of large and small equipment in the outdoor area skilfully, such as balancing on stilts, climbing on frames, throwing and catching beanbags, and hurling hoops.

Children develop excellent pre-school skills as they learn to listen and follow instruction during adult-led activities. They learn to be responsible by helping to tidy up and prepare for snack time, and older children support younger children to follow nursery routines. Children have excellent dietary habits as they grow and eat their own fruit and vegetables. They understand the health benefits of eating well because staff talk to them about nutrition. Staff cater well for any special dietary needs of children.

Staff have highly effective partnerships with local schools to support children's learning. Teachers invite the children to school assemblies and special events so that get used to the school environment and staff. Teachers also visit the children in the setting to get to know them and build relationships. This provides excellent support to children who move to school. Links with other providers of the Early Years Foundation Stage are extremely effective as the setting exchanges information about children, with staff. This provides exceptional continuity in children's learning.

Staff have exceptional behaviour management strategies. They encourage children to think about the effect of any action they take so that they modify their behaviour accordingly. Staff are gentle with the children and use praise strongly and specifically to encourage good behaviour. As a result, children behave well.

Children have very good awareness of different cultures and learn to accept and value difference. This is because staff present this in creative and interesting ways, such as by making diva lamps and designing mendhi designs for Diwali. Staff talk to the children about difference and provide a range of multicultural resources to promote their understanding effectively.

The effectiveness of the leadership and management of the early years provision

Children are protected robustly from harm by staff. This is because staff have excellent knowledge of how to keep children safe and because they implement a range of very good policies and procedures effectively. For example, they carry out daily risk assessments covering all areas and equipment used by the children. Management have a whistle blowing policy which adds further protection to children. The recruitment process is thorough and staff are vetted comprehensively to assess suitability for their roles and safeguard children further.

The provider and manager have clear responsibilities and each has excellent awareness of the requirements within the Early Years Foundation Framework. They understand that the provider is legally accountable for ensuring compliance with requirements. Staff are supervised excellently. Where there are issues of underperformance, staff are offered support, coaching and training to meet their needs. Their training needs are identified well through yearly appraisals and staff have attended a variety of courses. For instance, a staff member attended a course on music for young children which led to staff using more props to add interest when singing songs with the children. Staff perform their roles with expertise and are highly skilled practitioners. A series of internal quality assurance processes enhances the provision and maintains a high standard of care and education. Management strive for and achieve excellence in all aspects of the provision.

Management review the educational programme and children's learning journals systematically and regularly. This helps to ensure close monitoring and consistency of quality. Through this process, management is able to identify whether any groups of children are underachieving and suitable strategies are put into place to resolve any issues.

Children's needs are exceptionally well met because staff have excellent partnerships with parents. Parents have regular and meaningful ways of contributing to their child's learning and are firm partners in promoting excellent outcomes for children. Staff have highly effective partnerships with community health professionals who offer support to children with special educational needs and/or disabilities. This helps children to make excellent progress in their development.

Management reflect on the provision thoroughly and have identified highly relevant priorities for development, such as more involvement of parents as volunteers in the setting so that they can enhance their contribution to children's learning. Previous recommendations have been met, for example, the setting now has suitability checks for staff at the correct level. This has led to a more rigorous recruitment process and safer environment for children. The setting has excellent capacity to improve its provision and future outcomes for children.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY367651
Local authority	Central Bedfordshire
Inspection number	857851
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	31
Name of provider	Windmill Pre-School
Date of previous inspection	03/10/2008
Telephone number	01525 719144

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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