

Blue Windmill

Blue Windmill Nursery, Addison Road, Bilton, Rugby, Warwickshire, CV22 7DJ

Inspection date

14/01/2013

Previous inspection date

24/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Practitioners provide a variety of activities across all areas of learning and this supports children's development reasonably well. Accurate assessment of children's progress identifies where additional support is needed to promote their development effectively.
- Practitioners provide a welcoming environment in which children are fully at ease and, as a result, they form strong relationships and are well behaved. Children are happy in the provision where they develop good independence skills and treat others with respect.
- A professional development programme is accessed by staff and they are developing specific strategies to promote children's language skills. Good partnership work with parents supports children's care and learning needs generally well.

It is not yet good because

- There is scope to extend the challenge offered to children in activities and staff understanding of how to further promote children's learning effectively at all times.
- The supervision of children during some activities is not sufficiently rigorous and this means that they do not always receive clear guidance in using resources correctly.
- Two rooms on the premises are not as clean as others and this potentially compromises children's good health.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities during outside play and in three care rooms.
- The inspector looked at children's records and other documentation.
- The inspector carried out a joint observation of a learning activity with the manager.
- The inspector held discussions with parents.
- The inspector held meetings with the manager and the provider.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Blue Windmill was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the New Bilton area of Rugby and is managed by a limited company. The nursery serves the local area and children who come from further afield. There are three care rooms for children aged under five and one dedicated room for children in the out of school club. There is a fully enclosed area available for outside play.

The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 8am to 6pm and children attend for a variety of sessions. There are currently 111 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review and improve the educational programme to ensure activities consistently provide sufficient challenge for all children according to their ability, and ensure all staff have a good understanding of how to promote children's learning effectively at all times
- review and improve the supervision of children during activities to ensure staff supervise children effectively to maintain their safety without preventing reasonable risk taking
- ensure areas of the premises, such as the corridor and care rooms, are cleaned appropriately to minimise any risks to children's good health.

Inspection judgements

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

Overall, practitioners have a sound understanding of promoting children's learning through a selection of activities. They provide outside play on a daily basis and this supports the development of children's physical skills. Children run around in the wide open space and enjoy throwing snowballs, which they describe as 'big' or 'little' according to their perception. Practitioners use several methods, including singing, to encourage communication skills, and as a result children's language skills are developing well. Practitioners spend time talking to babies and younger children and they use good quality resources, such as puzzles, to hold their concentration. Consequently, children listen attentively as adults read stories and this, in turn, helps them to gain sufficient understanding of what is said and they are beginning to develop an appreciation of books.

Practitioners use information from observations to plan further learning. Although activities are generally interesting, they do not always include sufficient differentiation to help all

children make good progress according to their ability. For instance, a painting activity for babies and younger children does not include appropriate challenge to promote the learning of those who are more able. Less experienced practitioners do not consistently include a clear purpose for activities, and although children enjoy these immensely, the focus is not identified to ensure learning is consistently tailored to their needs. As a result, children's individual development is not always effectively supported to enhance their learning further. That said, children are making satisfactory progress towards the early learning goals given their starting points. Practitioners discuss these starting points with parents and obtain detailed information about what children know and can do. They share information about children's progress with parents regularly and also obtain information about activities parents do at home. Practitioners make accurate assessments of children's development and identify where additional support is required, for example, to extend children's language skills.

Children are interested in activities and initiate play with their peers. For example, pre-school children access information technology as they wish. They use the mouse with good control and count the number of eggs correctly up to five. Babies explore equipment for short periods by pressing buttons and banging on musical instruments. They choose books for adults to read and repeat this activity until they are ready to move on, clearly demonstrating they are developing the characteristics of effective learning. Practitioners in the pre-school room positively encourage children's involvement in play and games. For example, each child takes a turn at choosing an item from the song bag to sing a related nursery rhyme. Consequently, children's self-esteem is promoted steadily as they lead with their choice of song. Practitioners use this opportunity to promote other areas of learning as children sing about the number of animals. This supports their understanding of the world and developing mathematical skills. Children give meaning to marks by explaining that they have drawn their house and they learn about concepts of floating and sinking as they play outside at the pond. The provision of a wide range of interesting and colourful resources indoors and outside supports children learning appropriately.

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

A settling-in period is agreed with parents according to children's individual needs and they benefit from this approach. As a result, they are totally at ease in the nursery. Practitioners cuddle children when they are uncomfortable and this helps them to feel secure. Children ask for help when they are unsure, for example, to spread cheese onto crackers and they receive appropriate guidance resulting in the effective promotion of their self-confidence. Practitioners are good role models who interact in a friendly manner and this creates a supportive environment, resulting in the formation of strong relationships between adults and children. Consequently, children's emotional well-being is very well promoted.

Practitioners give clear guidance to children, for example, to remove wellington boots after outside play and they comply willingly, demonstrating good behaviour. Pre-school children take turns at sharing resources and play well together even when adults are not involved in their play. All children dress appropriately for outside play and demonstrate good understanding of the reasons for wearing outdoor clothing as they explain that hats and

gloves keep you warm. Babies clearly learn to take risks as they climb low steps and descend on the other side of a platform. Practitioners help children to develop self-help skills as they offer praise for placing the remainder of their food in bins after eating. Accordingly, their self-esteem is raised effectively and their self-care is appropriately promoted. The nursery provides a welcoming environment which is colourful with many displays of children's work.

Practitioners ensure they obtain key words from parents to facilitate communication with children who speak English as an additional language, and this supports their sense of belonging as they interact happily with peers and adults. Transition within the nursery is managed well with gradual introduction and visits to other rooms before children transfer fully. Similarly, practitioners ensure that records are completed for children when they leave for school. As a result, they settle easily due to smooth transition arrangements.

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

The manager and provider have a generally good knowledge of the Early Years Foundation Stage Framework and monitor the educational programme regularly. Staff review activities but some have not yet developed the skill to do so rigorously to indicate the effectiveness for children's learning. Planning is reviewed and assessment of children's progress is primarily addressed through discussions with staff. The manager and provider understand their responsibility to ensure the provision meets the safeguarding and welfare requirements. To this end, rigorous recruitment procedures ensure adults are suitable to work with children and staff have a clear awareness of how to implement policies to protect children. However, some aspects of staff practice and supervision of children during activities are not sufficiently secure to develop children's awareness of using resources correctly and safely relative to their age. Overall, children are cared for in a clean environment, although there is scope to improve the cleanliness of the carpet in the corridor and two care rooms to ensure children's good health is promoted in line with other effective procedures in the nursery.

Regular meetings are held at room level and the management team meets with staff to review practice and the running of the provision for the benefit of the children. Parents are invited to contribute suggestions for improvement, and priorities for change include developing printed material to provide bite-size information for parents about activities in the nursery. The management team believes this will further improve the partnership with parents to support children's learning more effectively. A programme of professional development is available for staff following discussion of training needs during supervision or annual appraisal. Currently, one member of staff is developing methods of supporting other staff regarding the Every Child a Talker initiative to promote children's language skills.

Partnership working with parents is good. A welcome pack with information about the provision is provided for parents when a place is offered to children. Practitioners consistently share information about children's experiences and they write a summary of care in the communication books for children in the baby room. This ensures parents have

an awareness of how children's needs are met. Practitioners share information about methods used to promote skills, such as independence in toddlers, and parents continue with this practice at home. Consequently, children benefit from the joint approach to support their development. Parents comment favourably on the progress children make in their confidence and self-help skills. The nursery provides a happy environment where children make satisfactory progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified for the Early Years Register (Suitability and safety of premises and equipment).
- take action as specified for the Early Years Register (Suitability and safety of premises and equipment).

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	EY264544
Local authority	Warwickshire
Inspection number	896263
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	81
Number of children on roll	111
Name of provider	Blue Windmill Childcare Ltd
Date of previous inspection	24/05/2010
Telephone number	01788571393

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

