

Windmills Pre-School

Bembridge Primary School, Walls Road, Bembridge, Isle of Wight, PO35 5RH

Inspection date

Previous inspection date

27/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Children are confident and well-motivated during their play activities. There is a good balance between adult-led and child-initiated play and learning opportunities.
- Adults are well-trained and implement a precise observation, assessment and planning system. Children are making good developmental progress.
- A rich and inviting play environment, both inside and out, means that children are enthusiastic learners.
- Overall, the key person system works well to help ensure good relationships with children and parents exist.

It is not yet outstanding because

- There is less emphasis on staff appraisal and supervision to monitor the teaching and learning practice to ensure it is consistently of high quality for all children.
- Daily communication with parents of children who attend very part-time is not as strong as for those children who attend more regularly.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager and one of the directors regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting and looked at the questionnaire.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Windmills Pre-School is managed by a limited company with charitable status. The pre-school re-registered to its new site in 2012. It operates from a purpose built mobile unit within the grounds of Bembridge Church of England Primary School, in Bembridge, on the Isle of Wight. There is ramped disability access to the building. All children have access to a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school receives funding for children aged three to four years. There are currently 25 children on roll. The pre-school is open each weekday from 9am to 3pm during term time. Children attend for a variety of the sessions; either morning, afternoon or for the whole day. Children attend from the local community and surrounding area.

There are six members of staff who work with the children. The manager has a level 6 qualification, two staff hold qualified teacher status and two are qualified to level 3 in early years. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the system for staff appraisal and supervision with emphasis on personal effectiveness in delivering consistently high teaching and learning experiences to all children.

- strengthen the systems to communicate with parents each day, particularly for those children who only attend once a week.

Inspection judgements

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

Children across the pre-school benefit positively from their early years experience. Overall, all children are aided successfully to make developmental progress from their starting points. This is because of the stimulating, enabling and welcoming play areas of the pre-school and the individual support they receive from the practitioners. The adults support children's learning and development well, because they have a good understanding of the Early Years Foundation Stage framework and fully understand how young children learn.

Most are knowledgeable about the needs of the different ages and groups of children attending. For example, a group of children are eager to join in and become highly engaged in the well-planned Easter egg hunt outdoors. Boys and girls take a clip board and pencil with a sheet of numbered eggs on and excitedly run around the outdoors to find the hidden numbered eggs. When they find an egg, they recognise the number, match it to their sheet, count and calculate how many they need to find. Children are developing valuable mathematical skills. The adult planning is focused around the needs of their key children although all children who are interested access the activities. This includes children very new to the setting, although the support they receive from the adults is not always as effective for them. The adults monitor children's speech and language development and provide additional adult focused activities to encourage every child to be a talker. Puppets and props are used well to promote communication and language during small group times. Adults are clear on their teaching and learning aims during a letters and sounds activity. Children are keen to take part and feel good about themselves when 'Bertie the bus' comes to them. The adult says their name, accompanied by a descriptive word beginning with the same letter. They listen well, take turns selecting objects and respond accurately to questions such as 'What sound does cake begin with?' Most adults have high expectations of nearly all children based on an accurate observation and assessment system. Learning records show that staff are tracking children's progress well across all seven areas of learning. Overall, accurate next steps are identified and shared with parents, with suggestions of 'activities for home' discussed. Children's next learning steps are linked to the adult-led focused planning to ensure children are progressing well in all areas. Children are enthusiastic and involved in making chocolate egg nests. For example, they spontaneously and excitedly exclaim 'Hey were making cakes; were making chocolate cakes' The adult is careful to use open questions to encourage children to think and respond, developing their communication and language skills. In addition, she introduces new vocabulary such as melting, liquid, solid and talks about healthy and unhealthy food.

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

All children are very settled, happy and show they feel secure in the rich and enabling environment. Overall, an effective key person and buddy system means young children form strong bonds with the adults, who are responsive to their needs. For example, each key person or buddy carries out the children's hygienic, nappy changing routine. Older children use the toilet independently and wash their hands unprompted because they are well aware of the routines to keep healthy. Staff remind them about putting their hand over their mouths when they cough because the 'germies' will come out. The adults pay particularly good attention to promoting healthy lifestyles. Water is located within children's reach for them to pour and drink when they feel thirsty. There is robust attention to cleanliness to minimise cross infection, with staff carrying out regular cleaning routines. Free-flow indoor and outdoor play means that children can have plenty of physical exercise and fresh air in the well-planned garden. Children enjoy developing their movement skills as they pedal tricycles skilfully manoeuvring around, using the space well. They have fun with the adult in the 'Bicycle hire' kiosk, stopping to pay their money and to take a ticket, talking about numbers and time. Children set out tyres and crates in a line

and practise walking on them with their friends. All children behave extremely well. Overall, relationships between practitioners and children are strong. Staff are good role models for behaviour and offer praise and encouragement to the children they care for. The child-friendly, stimulating environment and well-chosen play resources effectively supports children's all round development. For example, children can view their work displayed at their height on the walls and talk about the three little pig's frieze they helped to make. Clearly defined play areas, such as construction, small worlds play and role play, mean children can make good choices in their play. All children show they feel safe and secure through the attention they receive from the practitioners. They are learning not to run indoors through clear guidance from the adults. The adults also give security and safety arrangements priority. For example, staff record on a wipe board how many children and visitors are present at designated times. The next stage in children's learning as they move from pre-school to the on-site school is managed well. Regular pre-school activities take place in the school hall, such as yoga, and the teachers and head teacher visits the pre-school regularly. This means that children become familiar where they are going and their new teachers.

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

The directors of the pre-school work collaboratively with the manager and staff to ensure the Early Years Foundation Stage requirements are effectively implemented. Suitable procedures are in place for the recruitment and vetting of staff. Safeguarding and welfare policies and procedures are implemented well by the management team. For example, they swiftly inform Ofsted of the newly appointed manager and ensure she meets their suitability criteria. All new staff receive robust induction to make sure they are fully aware of their roles and responsibilities. As a result, the adults have a secure knowledge of the child protection procedure to follow if they have any concerns regarding children's welfare. They are fully aware of each person's responsibilities and associated safeguarding documentation. Although regular staff meetings take place to talk about and evaluate all aspects of practice, the pre-school have not yet implemented staff supervision and appraisals. This is because it is a newly registered provision and the manager is new in post. Consequently, the system for performance management and professional development in relation to staff teaching and learning practice is not fully effective. However, the staff team are well trained with several individuals holding either a degree in early years or qualified teacher status. The manager and staff team have a clear picture of the pre-school's strengths and areas for improvement. The setting have very recently completed an Ofsted self-evaluation form, which accurately describes and benchmarks the work of the pre-school. A robust action plan is in place, with several priority points for development; for example, to develop a peer mentoring system. This demonstrates they are reflective practitioners and the system to monitor the educational programme is effective.

Overall, partnership with parents is successful. Staff are welcoming and friendly when parents arrive, with staff greeting each family positively. However, communication at the end of the session for some families, particularly those who only attend one session a

week is less effective. This is because their key person is involved in a group activity and not available to hand over the child to the parents. Therefore, key information on care, learning and development is not always freely given to parents unless they prompt staff for information. However, a generic wipe board is available which records children's daily play activities and some children have home-pre-school link books. Overall, parents speak positively of the pre-school, the good environment, facilities and the flexible settling in policy. Parents receive a wealth of information about the pre-school before children commence and regular newsletters. A 'wow' board allows parents to give the setting observations from home, which can be included in 'weekly experiences' and followed through into planning. Partnerships with external agencies, links with the school and other providers are well established. They successfully help to promote consistency of children's care and support for their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY447958
Local authority	Isle of Wight
Inspection number	884646
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	25
Name of provider	Windmills Preschool Ltd
Date of previous inspection	not applicable
Telephone number	01983873575

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

