

Windmill Hill Day Nursery

Windmill Hill Business Park, Whitehill Way, Swindon, Wiltshire, SN5 6NX

Inspection date	22/01/2013
Previous inspection date	25/02/2009

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		3
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

- Children are encouraged and supported to make significant progress in relation to their starting points including in their personal, social and emotional development. They are well prepared for the next stage in their learning, including school preparation.
- There are excellent partnerships with parents and other professionals which support all children's individual and particular needs and actively encourage parents involvement in their child's development.
- The key person system works well to support children from a basis of clear knowledge about them and help them to feel confident, secure and happy at nursery.

It is not yet good because

- Managers are not proactive about reviewing procedures and processes in response to significant incidents. There was a delay in reviewing risk assessment and emergency procedures following recent accidents and an incident.

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 inspectors spent the majority of the time observing children in all age groups, both indoors and outdoors.
- The inspectors took account of the views of parents spoken to on the day and in the review of the setting's own parent survey.
- The inspectors reviewed documentation relating to children's learning and progress, safeguarding, leadership and management of staff and self- evaluation and improvement.
- The inspectors carried out a joint observation with the manager.
- The inspectors held discussions with the manager and staff and talked to children throughout the inspection.

Inspector

Elizabeth, Claire Price / Sarah Haylett

Full Report

Information about the setting

Windmill Hill Day Nursery was registered in June 2004 under its current owner. It is a purpose built nursery situated in the Windmill Business Park in Swindon. It is one of 36 nurseries run by Child Base Limited. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday throughout the year from 8am until 6pm. The setting has five play rooms and an enclosed outside area for outside play. There are currently 140 children in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old. The nursery currently offers support to children with learning difficulties and/or disabilities and those who speak English as an additional language. There are 32 members of staff who work with the children. Of these, 28 hold appropriate early years qualifications to at least NVQ Level 2. Two staff hold the Early Years Foundation Degree qualification, one member of staff holds an Early Years Professional Status qualification and one holds a BA in Early Years Education.

What the setting needs to do to improve further

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

- develop monitoring systems to ensure that risk assessments and emergency procedures are reviewed and evaluated following accidents and incidents

Inspection judgements

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

Children's learning and development are very effectively promoted by the highly qualified and experienced practitioners. Children make very good progress in relation to their starting points. Staff enthuse and successfully engage children motivating them to take an active part in their learning and in the activities. Children are eager to share their ideas and experiences with others. Any gaps in the progress between individuals and groups of children for example children with English as an additional language and children with particular individual needs, are narrowing due to well-targeted intervention and support.

Children's progress is evaluated extremely successfully in a very clear format that identifies the next step for all children. There is a clear focus on the prime and specific areas of learning with well-planned and resourced range of activities and experiences for children. Practitioners take advantage of the recent snowfall to provide stimulating activities to motivate and engage the children's interest. Children enjoy spraying snow with colours and talking about colours and what happened when colours are mixed. Children with particular needs are conscientiously supported in their development and

additional resources for example in information technology are researched and introduced in day to day practice.

The observations and assessments of children's progress are shared very effectively with parents to gain their input and encourage their involvement in their child's learning. Parents spoken to at the time of the inspection express high levels of satisfaction with the nursery. This is a particular strength of the nursery. For example parents are encouraged to make their own observations and comments in their child's folder and add photographs of home activities. This ensures that both parties are fully informed of children's interests and what they know and can do. This partnership facilitates excellent support for their child's learning and has a positive impact on learning and development.

Transition arrangements between rooms in the nursery and transition to school are very well developed. Practitioners link effectively with schools children will attend. They provide written reports and visit the school to research what they can do to make the processes go smoothly for the children. Older children about to go to school have fun "school" sessions where they dress up in their uniform and play in a classroom type environment following a school type routine. Staff report that children enthusiastically anticipate this day and this forward thinking unquestionably supports the children in their transition to school.

Arrangements for settling in to the nursery are strong. Practitioners are particularly sensitive to the needs of children who are new to the nursery and when children move rooms, to ensure a seamless transition. The well-established key person system provides children with a familiar person who gets to know them and their parents very well. Babies demonstrate they have highly developed attachments to their key person particularly while feeding at meal times, nappy changing and sleep times which are all undertaken by their key person. Staff develop strong links with the family and through regular updates keep the child's needs at the forefront. Children show delight while looking through their own books of family members developed by staff. Practitioners are highly motivated and conscientious about their work showing a commitment to continually improve.

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

Following a recent serious accident and an incident where a child was left in the garden unsupervised there was a delay in reviewing the risk assessments undertaken in the nursery until after a second accident. This demonstrates an inconsistent understanding of the provider's responsibilities to maintain children's safety. Children's behaviour is managed using a positive approach with encouragement and appropriate praise. Children are highly motivated in their play learning to explore through the learning environment provided indoors and outdoors. An extensive range of resources easily accessible to children is supplemented with frequently varied additions which are successfully used to respond to children's interests and extend their learning. For example tools and additional resources were provided in recent snowy weather to enable the children to help clear snow to make pathways and equipment safe to use. Children energetically used the tools and talked about the possible consequences of slipping on the ice showing a clear awareness of how to keep them safe. Younger children enjoyed the recent snow fall and gained an understanding of slippery surfaces and walking safely while having great fun

enthusiastically helping to clear the snow from the slide.

Children show excitement and enjoyment in the company of their peers and share well and assist each other. Children model respectful behaviour in their interactions and play harmoniously together, treating one another with respect. For example children said excuse me if someone was talking and explained and repeated a question for another child to ensure the inspector understood what had been said and was able to answer.

Skilful practitioners ensure children's care needs are identified and revisited throughout their time at nursery and through close liaison with parents children receive personalised, professional care tailored to their particular needs. The practitioners provide daily verbal feedback for older children and comprehensive written and verbal feedback for younger children. Practitioners also innovatively support parents in preparing their children for the transition to school. Workshops are provided to parents about preparing children for this transition. Practitioners extensively research routines at the schools children will attend to start to prepare the child for the routine they will face.

Children's independence skills are fostered very well through personal care, washing and drying hands and putting on coats and boots. Older children also help to hand out portions for their friends at mealtimes and pour their own drinks although they do not currently learn to serve their own meals. Mealtimes are social occasions with staff sitting and talking with children and modelling behaviour. Children enjoy their food and the varied healthy menus provide for a very wide range of tastes and children's dietary needs.

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

The inspection took place following notifications of an accident to a child using the outdoor area and a concern regarding supervision of children in the garden. The inspection found that the provider did not take action to review and improve the risk assessments of the outdoor area until after a further incident. As a result of the subsequent review and changes made to the risk assessments all staff were placed on refresher first aid training. The provider has also implemented additional measures by limiting the numbers of children using the garden at any one time to safeguard the children at play in the garden. In addition further CCTV monitoring cameras have been installed, emergency procedures for handling accidents have been amended and all staff have been re-trained in these procedures. The provider also took action to ensure all children are included on the register.

All practitioners and managers have a sound understanding of their responsibilities in the Early Years Foundation Stage. This is as a result of staff training and support in house and accessed externally, as well as extensive preparation made by the provider. The requirements for safeguarding children and promoting children's well-being are met and are now given high priority. All required policies and procedures are in place and the leadership team are monitoring to ensure they are implemented effectively in practice. The nursery environment is checked for safety and security with daily and regular reviews.

Staff explain to children about keeping safe and encourage them to think safely when moving around the nursery. All staff attend regular child protection training. The child protection lead officer has training through the local authority that is targeted to their role

and regular updates are cascaded to the staff team. Procedures for safe recruitment ensure all checks are in place before staff commence working at the nursery. Through regular monitoring and training, managers evaluate staff performance and drive improvement. Practitioners have formal and informal supervision with regular opportunities for feedback and queries to be answered. Induction and recruitment procedures ensure staff are informed before they start about what is expected of them and they are supported with additional training as needed.

The provider and manager have clearly defined roles and responsibilities and the manager is supported by a regional manager. Evaluation informs the settings priorities and is used to set targets for improvements. Managers and practitioners reflect on practice and try to find better ways to provide the best programme for children to make even better progress. They have a clear view and plans for the future and make significant efforts to address this driving improvement. The highly qualified and experienced staff team are committed to do even better and are enthusiastically working towards any identified further improvements.

Partnership with parents is a particular strength of the nursery. Parents report they feel consulted, included and highly praise staff and the managers. Parent's value receiving a weekly email about the topic for the following week and the high quality feedback on their child's development and time at nursery. Parents also reported being impressed about how the staff measure children's progress and the amount of detail about this that is shared with them. Excellent links and partnerships with parents, schools and health professionals work in tandem to secure early support. This ensures children receive the focussed support they need to build firm foundations for future 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	EY290845
Local authority	Swindon
Inspection number	901146
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	140
Name of provider	Child Base Limited
Date of previous inspection	25/02/2009
Telephone number	01793 877 646

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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, 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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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