

Windmill Day Nursery

Wheatfield Way, Hinckley, Leicestershire, LE10 1YG

Inspection date	04/09/2013
Previous inspection date	11/02/2009

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		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 thrive in this stimulating nursery where they make rapid progress in all areas of learning. This is because wonderful activities are supported by staff's excellent knowledge of how children learn and their enthusiasm and ambition for children in their care.
- Exceptionally well organised premises are thoroughly complemented by the extensive outdoor area that is readily accessible to all children. This enables children of all ages to enjoy stimulating and exciting learning opportunities.
- Day-to-day management and professional support and supervision are of an exceptionally high quality and support continuing ongoing improvements. Staff work together extremely well as a team and actively contribute towards the successful support offered to children in their care and learning.
- Children show superb cooperative skills throughout the play and learning and as they manage their environment and are harmonious and considerate to one another as they play.
- Staff form close and caring relationships with all children, which ensure children settle successfully. Children are exceptionally well supported as they move into full-time school as there are very thorough arrangements in place to ensure children's continuity of care and learning.

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.

Inspection activities

- The inspector observed activities in all of the rooms where children are cared for, the outdoor area and children having their lunch time meal.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector held a meeting with the manager and company training officer and talked to staff during the inspection.
- The inspector held meetings and conducted a joint observation with the manager.

Inspector

Susan Rogers

Full Report

Information about the setting

Windmill Day Nursery is part of Asquith Court Nurseries Limited and was registered in 2004 on the Early Years Register. It operates from Hinckley in Leicestershire in purpose built ground floor premises that have been extended. The nursery serves the local and surrounding areas. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery employs 32 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 3 and one member of staff has Early Years Practitioner Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions.

There are currently 157 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- consider the availability of books in the outdoors environment for children by providing a range of fact and fiction books for easy access and reference.

Inspection judgements

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

A rich and rewarding play environment and excellent support from highly skilled and knowledgeable staff ensure that all children make excellent progress in this nursery. Staff have an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and use their knowledge comprehensively to plan a range of exciting learning opportunities for children. Children's individual assessments are detailed, accurate and feed comprehensively into individual planning for each child. This ensures that any gaps in children's learning are closing and children enjoy fulfilling and stimulating learning opportunities that follow their own play preferences. Staff are immensely skilled at observing children's learning and choosing the right time to intervene with further challenges and additional learning opportunities. Children are continuously inspired to use their imagination and make choices as they play. They sit together with staff in their key groups after their lunch and plan which play activities they would like to do during the

next session. This enables children to fully develop their communication skills as they discuss what they enjoyed most and how they would like to add further challenges and excitement to their afternoon play.

Story time is extremely well managed by two members of staff, who support children in understanding the story of the caterpillar who was hungry. Staff ensure that their storytelling skills make it exciting and interesting for children. This skilfully builds on what children already know as staff ensure these aspects are included in the story telling. For example, staff encourage children to use their understanding of number and compare size, capacity and volume to make further sense of the story. Children use their existing knowledge of the world to help them understand how the caterpillar turns into a butterfly. The story is made so much more interesting for children as another member of staff supports the activity by using props that illustrate the caterpillar's life and the food that he eats. Children are thoroughly enthused by the story. This encourages them to spend considerable time afterwards closely examining and making up their own stories with the props and reading the books together as a group. This again inspires children to talk between themselves and develop their already excellent communication and early reading skills.

Children's creativity is thoroughly inspired as they have a range of open-ended resources indoors and outdoors, where they can create their own imagined scenarios. For example, younger children decide to collect some leaves and mix these with water in a variety of different mixing bowls. The physical skills are well promoted as they carefully pour the mixture from one bowl into another and talk about which is more and which is less. They confidently work together as a group and listen to each other's imagined ideas as they decide to make a cake with leaves and water. Children enjoy readily accessing books from the book corner, however, there is further potential for fact and fiction books to be available outdoors for easier access and reference. Younger children have excellent opportunities to develop their mobility and communication skills. Staff have carefully organised the indoor and outdoor environments to ensure that there is a wide range of equipment where younger children can pull themselves up so they quickly develop their independence. Children with English as an additional language receive good support, for example, staff have learned key words to help them communicate with children and to ensure they feel valued.

Children are very well supported as they move onto the next stage in their learning and onto full-time school. Staff start discussions about children's new schools using school uniforms and school brochures during circle time and during individual discussions with children. Children's independence is excellent as they serve themselves food at lunchtime and help clear away and rinse their own dishes. This provides them with very good preparation for their move into full-time school. Parents are provided with exceptional support in respect of promoting their child's learning. Story sacks, books and resources are readily available for parents to take home and borrow, which further promotes their child's learning in the home environment. Regular discussions with parents and ready access to their child's assessment record further promotes parents full understanding of their child's stages of development and how they can further support this. Children have a thorough understanding of the world around them as they visit the local park and the local supermarket. This ensures that they develop very good awareness of how to keep

themselves safe when outdoors. Children confidently use and access a wide range of computer equipment that includes an large interactive television screen to increase their technology skills.

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

Staff are extremely attentive and vigilant of children's individual care needs. For example, younger children in the baby room are able to sleep whenever they wish. They are cuddled and soothed by staff, who sit with them on their lap in a rocking chair, which encourages them to sleep or relax while they are being fed by bottle. Floor level sleeping baskets encourage the more independent children to crawl into these and settle into a sleep pattern that they prefer, promoting their ability to make independent choices. The premises are extremely well managed, which enables children to transfer from one room into another when their key person and parents feel the time is right for them. Attachments are strong because key persons listen closely to parents and children during the settling-in time. Parental involvement in this process is tremendously valued, as a result, children are settled and this impacts greatly on their transition into the setting.

Children of all ages enjoy very healthy lifestyles as they access the extensive outdoor areas throughout the day. Older children have ready access to the outdoors and younger children and babies are able to use a designated garden space that is organised specifically for them. This enables the younger children to play safely under the careful vigilance of staff and enjoy a wealth of exciting experiences, as they explore a ball pond and develop their mobility outdoors. Older children explore the exciting outdoor environment and enjoy adventurous physical play. Children enjoy a home-cooked meal at lunchtime and have a range of fresh fruit and vegetables at snack time. Together with regular opportunities to extend their learning outdoors children develop a very comprehensive understanding of a healthy lifestyle. Staff ensure that children learn about how to protect themselves from strong sunlight during the warm weather. They ensure that all children wear sun hats and have sun protection cream applied before they play outdoors. Older children independently use the bathroom, which provides excellent opportunities for them to develop their independence in preparation for them moving into full-time school. There is an excellent range of resources available in each of the rooms that enable children to seek out and access play materials of their choice. As a result, children regularly take toys and resources outdoors so they can extend their enjoyment and learning opportunities. For example, children take pieces of fabric outdoors, so they can make a den, which stimulates a variety of creative opportunities.

Children learn about the natural world as they collect books and insects and dig into soil. They grow their own vegetables and fruit, watching the changes that take place and learning how to care for and harvest their produce. Children behave extremely well, they learn how to include each other in their play activities, listen carefully to what each other has to say and use each other's suggestions to extend their play opportunities. Visits to the local area, such as shops and the local park encourage children to learn about road safety and how to keep themselves safe outdoors.

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

The nursery management have developed highly effective ways of monitoring the educational programme. This then ensures children are consistently challenged and make excellent progress in their learning and development. Staff are immensely supportive of one another and work very well together as a team. There are extensive training opportunities available for staff through the larger organisation and locally that enable staff to fully develop their skills. Coaching sessions and team training are linked closely to the regular peer observations that enable staff to observe each other's practice with children. As a result, staff are reflective practitioners and are exceptionally skilled and confident as they support children's learning. Staff training is well considered with the designated training manager from the larger organisation designing training sessions that meet the specific needs of the nursery. Staff are eager to reflect on the already excellent practice by learning from observations made by colleagues or room leaders. Regular supervision and staff appraisals sessions provide meaningful opportunities for staff and managers to discuss practice issues. As a result, staff grow in their professionalism and take pride in further developing their skills. They confidently reflect on the support they offer children and contribute extremely well towards ideas and further developments in the nursery. Regular staff meetings for management and room meetings, all provide a forum for staff to discuss how they drive forward improvements that have a clear and purposeful focus. As a result, the self-evaluation of the nursery clearly and accurately responds to the needs of children that attend and directly informs the action plan.

Evidence folders provide a documented record of the care and learning provided for children and opportunities for staff to share these details with new and existing parents. Excellent partnerships are in place with parents and carers. A range of social occasions, parent consultation sessions and grandparent consultation sessions provide an inclusive opportunity for parents to understand how their child learns at nursery. As a result, there are excellent opportunities for staff and parents to exchange information regarding their child. Staff are immensely skilled at developing partnerships between themselves and external agencies, such as the schools that children will transfer to and support agencies. There is a designated member of staff that liaises with several schools where children will transfer. This enables exchanges of information between the nursery and schools that is very thorough and encourages staff to share aspects of positive practice. The nursery welcomes visits from teaching staff so that they can discuss children's individual progress, which enables teaching staff to observe children in the nursery. Staff ensure that the child's new school is very well informed regarding each child's individual progress and that they have access to the child's individual learning journal before they start at their new school.

Safeguarding is extremely well managed as staff have an excellent understanding of how to protect children in their care. The safeguarding procedure is highly comprehensive and shared with all staff and parents. Staff always complete safeguarding training before they commence working at the nursery as this is part of their induction procedure. As a result, all staff have high levels of awareness and know how to respond if they have concerns

regarding a child in their care.

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	EY281008
Local authority	Leicestershire
Inspection number	908358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	104
Number of children on roll	157
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	11/02/2009
Telephone number	01455 234500

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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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