

Windmill Nursery Centre

135 Windmill Lane, Greenford, Middlesex, UB6 9DZ

Inspection date	15/10/2013
Previous inspection date	23/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 happy and content at nursery as they enjoy the warm and secure attachments that have been developed with their key person.
- Staff are effectively deployed to support children's growing confidence and independence skills. This enables all children to make good progress across all areas of learning given their starting points.
- Staff are duly focused on supporting children's speaking and listening skills. They work closely with parents and speech and language therapists to promote a consistent approach towards supporting children's learning.
- Parents speak highly of the quality of care offered to their children. New parents say they particularly value the home visits which have been very beneficial in supporting their children to settle into the provision.

It is not yet outstanding because

- Although there are many positive means of communicating with parents, these do not fully engage all parents who may find it difficult to understand or retain information that is shared verbally on a day-to-day basis.
- Although there are many effective self-evaluation practices in the provision, staff do not actively seek out the views of parents and children on a regular basis.

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 children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a small key group session.
- The inspector talked with staff and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Windmill Nursery Centre opened in 2005 as part of the children centre, although it has been operating as a nursery for many years prior to this. The provision is overseen by the London Borough of Ealing. The nursery operates from purpose built accommodation which is situated in Greenford. Children have access to four playrooms, including a separate sensory room and a large outside play area. All of the children attending are referred to the provision by a multi-disciplinary team of professionals. The nursery provides a service for families in both the local and wider community. The nursery is open 50 weeks of the year, closing for one week during the Christmas and New Year holidays and also closing for five inset training days. The provision is open Monday to Friday from 8.30am until 4pm. Children generally attend on a part-time basis although some children attend all day.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. There are currently 41 children aged from 16 months to under five years on roll. The majority of children attending the nursery have special educational needs and/or disabilities. There are also a large number of children who speak English as an additional language. There are 15 members of permanent staff working with the children alongside one full-time agency worker. The manager and her assistant manager both hold BA degrees in Early Childhood Studies. Other staff qualifications include one member of staff with Early Years Professional Status and one member of staff who is a qualified teacher. All remaining staff hold NNEB or NVQ Level 3.

What the setting needs to do to improve further

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

- strengthen further the systems for self-evaluation by engaging regularly with parents and children to involve them in identifying areas in the nursery where possible improvements can be made.

- strengthen further the partnerships with parents by considering alternative means of sharing information with individual parents

Inspection judgements

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

Children are provided with a broad range of interesting and challenging learning opportunities that are effectively differentiated to meet their individual learning needs. Staff have a good knowledge and understanding of the learning and development requirements. They effectively plan around children's interests with a clear focus on adapting activities and experiences so that children with special educational needs and/or disabilities can fully engage. For example, children who use walking frames are supported to access freely their indoor and outdoor environments as staff ensure that they are effectively deployed to listen and respond to children's wishes. Staff are trained in Makaton so they are able to communicate with children who do not have verbal communication. This also supports the engagement of children who speak English as an additional language as they too are learning to use sign. Children are developing an awareness of their different cultures and languages as they listen to music and songs that are sung in their home languages. They also have access to dual language books and can observe a variety of print in different languages in their environment which supports their sense of belonging.

Children enjoy exploring their outdoor environments where they have ample opportunities to move independently and learn new skills. Resources to promote physical challenge include climbing and balancing apparatus, and tunnels are available to encourage those children who are not yet walking to move in different ways. Children are keen to engage in messy play activities outside. Staff are on hand to offer support and to promote children's language and problem solving through their play. For example, children are beginning to understand the concepts of small, big and large as staff discuss these concepts with them when they are filling a variety of different sized utensils with sand. Staff encourage children to repeat familiar words and expand on what children are saying to further develop their vocabulary. Children are learning to take turns, to listen and follow instructions as they engage in small group activities. Staff provide effective role models to children and continually praise them for their achievements in working together cooperatively. Children are reaching their individually targeted milestones as staff continually observe what children can do and use these observations to plan new challenges for them. Staff work effectively with outside professionals to ensure that individual targets for children are appropriate and promote opportunities for them to enjoy and achieve in the provision. Staff have successfully implemented the 2 year-old progress check in partnership with parents and, where appropriate, they have initiated additional support for children identified as having an additional need.

Staff have established good partnerships with parents. Discussions with parents demonstrate that they value the welcoming and friendly approach of the staff team. They say that staff are very good at listening to their requests and they comment on the warm and caring relationships that have been established with their children. The majority of parents feel well-informed about their children's ongoing progress and they say that they are able to contribute towards their children's assessments. All parents are invited to termly meetings where they can discuss their children's progress with their child's key person.

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

Children are cared for in a welcoming and nurturing environment by staff who clearly understand their individual needs. There is evidence that children have established strong relationships with their key person. They enjoy lots of cuddles and positive interactions that help them to feel safe and secure. Children develop many valuable self-care skills as staff encourage them to take the lead in organising routines. For example, children are keen to help to prepare the fruit for snack time. Staff are close by to offer help with cutting and peeling fruits and remind children of the dangers of using knives. At lunch time all children are supported to serve their own food and drinks and specialist cutlery is available to aid children who find these particular tasks difficult. Children know that they must wash their hands before eating food as staff consistently remind them of this important hygiene rule. Children enjoy healthy meals which are cooked freshly on the premises. They are able to observe colourful menus which have been designed with photographs so that they can observe what they will be having for lunch and dessert. Staff discuss with children the importance of eating healthy foods and taking exercise so that they can keep themselves fit and well. Children are learning about the importance of dental hygiene through visits from the local dentist who talks to them about the importance of taking care of their teeth and not eating too many sugary foods.

Staff are deployed effectively in the setting to promote children's safety and enjoyment. They are mindful of risks in their environment and teach children about the importance of keeping themselves safe. For example, children are reminded that eating sand or play dough may give them an upset tummy. They are shown how to use resources safely and they are taught about wider safety issues through topics around keeping safe. For example, the nursery recently invited in the local police to talk to children about safe practices. Staff manage children's individual health needs sensitively and safely. They record all medication administered to children and follow precise instructions on how to feed certain children who have difficulty swallowing food. Staff are respectful in managing children's personal care; they continually talk to them about what they are doing and always seek their permission. The impact is that children are valued. Staff effectively promote children's differences and provide them with good adult role models. This enables children to learn about the importance of behaving in polite ways. Children's home backgrounds and cultures are positively valued in the provision through the celebration of festivals and through positive resources.

The nursery provides children with a well resourced and attractive indoor and outdoor learning environment. This is fully accessible to meet all children's individual needs and therefore contributes towards them making progress across all areas of the curriculum. Children are well prepared for their next stage in learning as there are successful transition arrangements in place with the schools that they move onto. Close links encourage teachers to visit each others' settings so that children can be supported to gradually become familiar with their new environments and to the new people who will be working with them.

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

The management team has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust recruitment and vetting procedures in place which are overseen by the local authority. This supports the nursery in having a well qualified staff team. Staff are confident in their roles and carry out their duties with enthusiasm. They work effectively as a team to support the children in their care. Discussions with staff demonstrate that they appreciate the regular supervision they receive and all the opportunities that are available to them to pursue their professional development. This is reflected in the long standing team, many of whom have been working in the nursery for several years. Staff are duly focused on supporting and monitoring children's welfare. All staff have attended child protection training and demonstrate a good knowledge and understanding of safeguarding protocols and procedures. There are secure links with outside professionals to support the ongoing monitoring of children's welfare. Children are cared for in a safe, comfortable and secure environment. Staff maintain regular risk assessments of all resources, furniture and outdoor equipment to ensure that potential hazards can be made safe or are removed.

The management team demonstrate a good knowledge and understanding of the learning and development requirements. They regularly review the quality of learning opportunities available to children by observing practice within the rooms. There are effective systems in place to link with outside professionals involved in the children's care and learning to ensure that children with identified needs receive appropriate interventions to support their individual progress. Planning and assessment systems are also regularly reviewed to ensure consistent practice is implemented across the provision as a whole. Thus, overall, there are many successful self-evaluation systems in place to support ongoing improvement within the nursery. Staff engage in regular team meetings where they are encouraged to reflect on the practice within their rooms which includes discussing what is working well and what could be improved. There is a team approach to improving the quality of care and learning experiences offered to children. However, regular opportunities to actively engage parents and children within self-evaluation processes are yet to be fully embedded. Discussions with the senior management team demonstrate that this is an area that they are positive to further improve.

Partnerships with all professionals involved in the children's care and learning are a strength of the provision. They effectively work together to meet the challenging and constantly changing individual needs of the children. Staff work collaboratively with other settings that children attend so that a consistent approach can be managed with regard to children's ongoing care and learning. Discussions with parents demonstrate that they feel valued as being the experts on knowing their children's needs. They say that staff are very kind and caring with their children. They say that systems to share information are generally good. Overall, these valuable partnerships contribute towards children being supported to enjoy and achieve in this provision.

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	EY296550
Local authority	Ealing
Inspection number	935626
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	41
Name of provider	London Borough of Ealing
Date of previous inspection	23/06/2009
Telephone number	020 8813 1295

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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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