

Windmill Hill Day Nursery

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

Inspection date	25/11/2013
Previous inspection date	22/01/2013

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 form close bonds with their special or 'key persons', who provide excellent emotional and practical support. As a result, children are settled, feel safe and demonstrate a very strong sense of belonging.
- Children make excellent progress in this safe and highly stimulating nursery. Staff carefully monitor each child, so they can plan and adapt learning experiences to meet individual needs
- The management and staff make children's health and safety their highest priority. Robust policies and procedures underpin their practice and these are understood and implemented fully by the staff team.
- Staff establish very strong partnerships with parents, other settings and outside agencies, which contribute significantly to ensuring that children's learning and welfare needs are consistently met.
- The management team and staff demonstrate a very strong commitment and ability to provide high quality care, teaching and learning, and to maintain continuous improvement. They achieve this through rigorous and critical self-evaluation together with excellent ongoing professional development for staff.

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 spent the majority of the inspection observing children of all ages and staff interactions with them, indoors and outside.
- The inspector held discussions with the manager, deputy manager and staff, and spoke with children throughout the inspection.
- The inspector examined documentation relating to safeguarding, staff records, children's learning and development and the systems for self-evaluation.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector took account of parents' views from discussions with them during the inspection and from the nursery's parent survey.

Inspector

Rachel Edwards

Full report

Information about the setting

Windmill Hill Day Nursery was registered in June 2004 under its current ownership, Childbase Partnership Limited. It is a purpose-built nursery situated in the Windmill Business Park in Swindon. It is one of 47 nurseries run by the company. 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 7.30am until 6.30pm. The nursery has five main playrooms and an enclosed outdoor play area, with a separate garden for babies. There are currently 150 children in the early years age range on roll.

The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery currently offers support to children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 39 members of staff who work with the children. Of these, 30 hold appropriate early years qualifications to at least level 3. Two staff hold the Early Years Foundation Degree qualification, one member of staff holds early years professional status 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:

- explore innovative ways of encouraging all parents to be as fully involved in their children's learning as possible and to share their children's achievements from home.

Inspection judgements

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

Staff consistently offer expert support, and a rich and varied educational programme, to help children make rapid progress in all areas of their learning and development. Staff gather detailed information from parents so they have a full picture of children's abilities and interests when they start and can track their progress over time. The key person for each child carefully observes what children know and can do so they can build more challenging tasks in future sessions. These observations, illustrated with photographs and pieces of children's work, are included in each child's learning record. These give parents and staff a very clear picture of the excellent progress most children make during their time at the nursery. It allows staff to quickly identify any gaps in children's learning so they can arrange additional support if necessary.

Staff planning is firmly rooted in children's interests and includes an excellent balance of

adult-led and child-initiated activities, both indoors and outdoors. Staff plan and evaluate a range of activities each day and also ensure that there are many opportunities for children to choose activities for themselves. Staff are skilled in supporting and enriching children's self-chosen learning. Staff noted how much children enjoy playing outside in the mud kitchen, for example, so they provided similar experiences indoors. Children become engrossed in mixing large pans of flour, icing sugar, water and cereal flakes. Staff encourage them to talk about what they are doing and introduce new words, such as sticky and crunchy, to help children compare and describe these materials, so extending their communication and language.

Staff make sure all children and babies develop very good communication skills, because they spend much time playing and talking with them. Staff respond warmly as babies communicate through gestures and sounds. They encourage them to repeat actions and familiar words, so the these are learn and pronunciation improved. Older children confidently use language to organise their play and hold interesting conversations with adults and friends. Staff often use signing to support children's communication, especially the youngest children and those learning English as an additional language. Staff helpfully display cards illustrating common signs for parents to learn and use at home.

Children gain a love of books from an early age, looking at books on their own and in small groups in the well stocked, cosy areas set up by staff throughout the nursery. They listen carefully as staff read stories with expression, often using interesting props to capture children's imaginations. Staff used different teaching techniques, such as developing older children's listening and imaginative skills by including stories without pictures to encourage concentration and thinking. The richly resourced role-play areas encourage children to develop their imaginations and to act out real-life situations that have meaning for them and hence motivate their play.

All children can choose to play outside when they wish, where there is a wealth of fascinating things to do and spaces to explore. Babies and young toddlers play in safety in their own secure areas but often enjoy visiting the older children, which aids their emotional security. There are natural areas of grass and plants, which encourage children's curiosity and close observations as they hunt for bugs or watch a squirrel, learning about the world around them.

Technology, such as an interactive white board, is used effectively to help children learn to operate simple programmes that develop literacy and numeracy skills in readiness for school. Children are encouraged to make marks and then to develop early writing skills in exciting ways that capture their interest. Babies are fascinated as they spread and mix paint and ice cubes on a large floor mirror and older children are inspired to 'have a go' at writing letters to Santa. Older children make excellent progress in acquiring pre-reading skills as they confidently hear the initial sounds in words and begin to link these to letters. The environment is rich in words and numbers, with children's own attempts and their words scribed by staff. Children engage in activities for extended periods, fully immersed in their imaginative play, investigations and active learning.

Staff build strong partnerships with parents and carers and keep them central to their child's learning. Father, grandparent and 'stay and play' days value the role of all family

members. Younger children take home 'Messy Bear' to share creative activities with parents, and older children take travelling bear on holiday. They record experiences that staff make into a book for children to talk about. Staff invite parents to share children's achievements from home but are not always successful in ensuring all parents contribute regularly to gain a complete picture of children's development and fully engage them in their child's learning.

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

Staff meticulously implement the well documented policies and procedures, to protect and promote children's welfare. Babies and very young children are extremely content and settled because staff meet their individual health, physical and dietary needs to a high standard. Each child is the primary responsibility of a 'key' person who carries out personal care routines such as feeding, changing nappies and settling to sleep. This helps children form close bonds from which they gain the confidence to explore and become independent. There is a 'buddy' member of staff to provide continuity and reassurance to children, when the key person is not present.

The staff take great pride in their rooms, which provide a well-organised, stimulating environment, with excellent resources that children can easily reach for themselves. Staff make the nursery rich in visual displays, signs, symbols, pictures, posters and displays of children's art work. Every child has their own book of photographs of their family; displays such as 'I am special', give children a high sense of their importance and value.

Most children's behaviour is exemplary because they feel happy and secure, and are busily engaged in interesting activities. Staff give excellent and sensitive support to those who find it difficult to behave appropriately or develop other social skills. There is a written guide for parents on managing children's behaviour and staff offer advice on this and other issues, such as establishing bedtime routines, which parents say they find 'very helpful' and helps a consistent approach between home and nursery. Children are proud to share their cultural celebrations and feel valued for their individuality. While staff encourage children's growing independence, they use opportunities to teach children how to keep themselves and others safe. Babies and children are encouraged to develop their physical skills and become aware of their own capabilities as they negotiate obstacle courses and use larger equipment. Staff take small groups of children outside as 'safety spies', where they help assess the risks in the garden.

Children gain an excellent understanding of the importance of healthy living. They tuck in to healthy and nutritious meals and snacks, freshly prepared by the nursery cook. These are very sociable occasions when children and staff sit together and talk about what they have been doing or new matters of interest. Older children ably serve themselves, which encourages them to take on small responsibilities in readiness for school. They demonstrate their excellent awareness of good hygiene by washing their hands independently before they sit down. Staff use these occasions to help children understand the importance of healthy diets and raise awareness of where food comes from. Older children were heard having an interesting discussion about how milk comes from cows

before arriving in the supermarket.

Children are physically active every day. They relish time spent in highly stimulating, outdoor areas and benefit from a very wide range of physical activities, indoors and outdoors. The staff have a planned physical programme for all the children, which helps them understand the importance of regular exercise. In addition, external specialist dance and football teachers introduce the children to different forms of enjoyable exercise.

Staff skilfully support children when they move rooms within the nursery, gradually introducing them to their new key person and the change in routines, so they continue to feel secure. Pre-school children are exceptionally well prepared for their move into school. Staff visit reception classes so they understand what children will experience and can prepare children for this through stories, role play and discussions, as well as through gaining necessary skills, attitudes and dispositions. Staff organise an 'and so to school' meeting for parents to help them get their children ready at home. Parents comment on being extremely impressed with the way staff are eager to work with them to meet their wishes and any additional needs their children have.

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

The management of the nursery has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and they meet them to a very high standard. Safeguarding is outstanding because the management and staff take considerable care to ensure that children are safe at all times. Risk assessments are very thorough and reviewed annually or more frequently if changes or concerns arise. They include all areas of the nursery, any new resources before children use them and outings from the premises. This ensures staff are aware of any likely hazards and take determined action to minimise them. All staff working with children hold paediatric first aid certificates and have received additional training in recognising and managing specific conditions. Staff understand the clear procedures they must follow in the event of an accident. There are very good systems in place so that staff ratios are continually maintained. Children are supervised closely at all times and this is enhanced by the use of closed circuit television cameras in all rooms and the outdoor area.

All staff have received training in child protection, the manager at an advanced level, and they are very clear about what they must do if they have concerns for a child's welfare. The nursery works closely with outside agencies to support families and help protect children. There is a whistle blowing policy and staff carry cards giving contact numbers for reporting any concerns to nursery management or outside agencies. They are actively encouraged to do this by the management. The leadership and management implement robust vetting and recruitment procedures that help ensure staff are suitable to work with children. Their ongoing suitability is clearly tested through high quality induction, supervision and appraisal systems.

The nursery's highly qualified and experienced management leads an ambitious staff team

who strive to provide excellent outcomes for children. Staff receive relevant and useful training from in-house and external courses. They share their views formally at supervision and staff meetings, and informally on a daily basis. The nursery has well-established systems for reflective practice to ensure that all staff are involved in identifying areas for future development. When projects are undertaken they are evaluated carefully for their impact. In addition, the views of parents are sought and acted upon. Consequently, the pre-school cloakroom area has been reorganised so that it is safer for children to come in and out at the beginning and end of each session. Staff use very thorough and effective systems to monitor children's progress. These are overseen by the management team to ensure the educational programme remains rich, vibrant and relevant to all the children. Staff demonstrate a high level of commitment to provide exceptionally good quality care and teaching to continually improve outcomes for children.

Excellent partnerships with parents, other settings and outside professionals, including health visitors and speech and language therapists, enhance children's learning and welfare significantly. Parents feel highly supported and are offered a wide range of referral and sign-posting services. All these factors, stemming from excellent leadership and management, contribute significantly to children's rapid rate of progress and excellent outcomes.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	932516
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	150
Name of provider	Childbase Partnership Limited
Date of previous inspection	22/01/2013
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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