

Windmill Nursery

Windmill Pre - School Midlands Ltd, 68 Bromsgrove Road, Redditch, Worcestershire, B97 4RN

Inspection date	28/01/2014
Previous inspection date	09/05/2013

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		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 very busy and engaged in the interesting and stimulating activities through which they make very good progress.
- Teaching is very good and staff adapt their planning to suit the needs and interests of individual children, as they understand how they play and learn.
- Behaviour is very good and children's needs are fully met by the caring staff. They work closely with parents so that children are secure and benefit from continuity of care.
- Children are safe at the nursery because staff are vigilant in their supervision and implement the effective safeguarding policies and procedures at all times.
- A very thorough and well-documented system for monitoring and self-evaluation means that there is continuous improvement in all aspects of the nursery provision and children receive a high standard of care and learning.

It is not yet outstanding because

- There is further scope to enhance the already exciting outdoor area through providing children with first-hand experience of observing living things.

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 activities in five playrooms, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, who is also the provider of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Windmill Nursery was registered in 2007 and is one of three privately owned childcare settings run by the same provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted detached house close to Redditch town centre. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. One member of staff is qualified to degree level and holds Early Years Professional Status.

The nursery opens Monday to Friday from 7.30am to 6pm for 50 weeks a year. A before and after school care service is run each weekday and holiday play scheme sessions operate during most school holidays. Children attend for a variety of sessions. There are currently 95 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery 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:

- enhance children's already exciting learning opportunities outdoors, for example, by further developing the garden area to give children first-hand experience of observing living things, such as tadpoles and other creatures in a pond.

Inspection judgements

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

Staff know children well and plan around themes, which they adapt according to children's interests and individual learning styles. Staff reflect on their teaching and children's learning each week in order to plan effectively so that children make very good progress. They record observations of children at play and use this, as well as information from parents, to plan specific next steps in their learning. Children are assessed every six weeks so that staff can identify and address any gaps in their learning. Parents say they are very pleased with the nursery provision and they are involved in children's learning, as staff guide them on how to support children at home. They are very well informed about children's activities and progress, as they speak to staff each day and are also provided with written information for younger children.

Pre-school children enjoy learning about Chinese New Year and the story behind it. They

perform a dragon dance and try sweet and sour food and noodles. Children explore the texture of dried rice and learn about volume as they pour it into different sized containers. They are very well prepared for school as they learn to recognise and write letters, sounds and numbers. They enjoy joining in with songs and actions to help them remember the initial sounds of words, then staff show them how the letter is formed and children take turns to write it for the group. The nursery is rich in print and all children learn to write or make marks with a purpose, and older children explore 'winter words' which extends their thinking and their vocabulary. Teaching is very good in each room and staff ask skilful questions during children's play so that they are sufficiently challenged in their learning. Older babies use toys to act out the well-known story about three billy goats and a troll, with the interaction of staff. They adapt soft play equipment to become a bridge or a see-saw and place the toy goats carefully on top of a pile of bricks. They experiment to see how they can balance them. Toddlers learn about their different body parts as they join in with a song and point to their nose, eyes or ears so that they learn about themselves.

Children develop their physical skills as they use the wide range of climbing and balancing equipment in the outdoor area and at the nearby park. They use their imaginations well to arrange plastic crates to become whatever they choose. They take part in many exciting and stimulating activities in the outdoor area. There is also further scope to enhance their learning, as staff wish to develop a pond and nature area so that children can see how tadpoles turn into frogs and observe other creatures that come to live in the pond so that they learn about nature and lifecycles. Children who speak English as an additional language are well supported, as staff begin by encouraging children to repeat single words in English accompanied by a picture. They use basic words in children's home languages, which parents help them to pronounce. Children with special educational needs and/or disabilities are supported well through close partnerships with parents and other professionals. Staff develop individual education plans for children and monitor their progress effectively. They attend training courses which are specifically related to children's needs in order to support them further.

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

Staff get to know children and their families well and share regular information about children's needs so that these are fully met. They work with parents on children's care routines, such as potty training, so that children have continuity of care, which gives them emotional security. Children are very happy in the welcoming, family environment of the nursery, as staff are caring and are aware of their individual needs and how they prefer to be comforted if they are tired or distressed. Parents stay with children for settling-in sessions until they are ready to be left. Children's confidence increases as they form close bonds with their key person, and there are very good relationships between all staff and children. Transitions to new rooms and to school are managed sensitively and parents are involved at each stage. This means that both children and parents become familiar with the child's new key person or their school teachers, and information is shared so that their needs continue to be met. Children are well prepared for school through stories and discussions about what they can expect to do there.

Children are provided with healthy meals and snacks, and they learn to be independent as

older children choose when to have their snacks and which fruit they would like. They access their own water bottles throughout the day and manage their self-care routines well. Younger children are helped by staff as they learn these routines. Children chat to each other and staff at mealtimes to develop their social skills, and staff observe hygienic practice as they wipe the tables before children have their desserts. Children are active each day and play outdoors. They learn to manage risks safely as they use the climbing equipment with close supervision.

Behaviour is very good and even very young children enjoy playing together and value each other's company. They are praised by staff for their achievements and good behaviour so they know they are valued. Staff ensure children share the toys, and older children tidy up well as they know where all the toys belong. Pre-school children have their own named drawers in which they put their work or belongings, which increases their independence and readiness for school.

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

Children's safety is given a very high priority in the nursery. Very detailed and effective policies and procedures are implemented by staff on a daily basis so that all children are very well protected. Meticulous records are kept of children's accidents and these are monitored and analysed so that appropriate action can be taken if any concerns are identified. The manager ensures that all staff have recent safeguarding training and paediatric first aid certificates and that they know what to do in the event of a concern or an allegation made against them. The premises are very safe and secure and there are robust procedures for the collection of children and the safe recruitment and vetting of staff, so that children are safe. Staff deployment is very well organised and correct ratios are maintained in each room, which means children are very well supervised at all times so that staff are aware if a child is hurt and can take prompt action.

There is very effective monitoring of staff performance and all aspects of the provision, as the manager works in each room with staff several times each week. This means she understands how each room is run and provides very effective support and resources for staff and children. She observes staff practice and holds discussions to identify and address areas for improvement. The manager then sets targets with time frames for these to be achieved. Staff are helped to improve through training, coaching and mentoring, and there is very good teamwork, which means there is a strong drive for improvement in the nursery. Staff reflect on their teaching and planning and work together to evaluate the provision. The views of parents and children are included in this process so that children benefit from improved learning experiences and everyone's needs are met.

The nursery works with the local authority, which provides training and support for children and staff. Many other professionals and outside agencies, such as a speech therapist, physiotherapist and the local area special educational needs coordinator, are invited to assist in supporting children and there are strong partnerships. Good links with other local early years providers and schools mean that staff regularly engage in mutual support and the sharing of ideas and best practice. Staff share information with

childminders and other settings that children attend so that their welfare is protected and their learning is complemented.

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	EY347405
Local authority	Worcestershire
Inspection number	950280
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	95
Name of provider	Windmill Pre-School Midlands Ltd
Date of previous inspection	09/05/2013
Telephone number	07759350156

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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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