

Windmill Hill Nursery

Windmill Hill Cp School, Norton Hill, Windmill Hill, RUNCORN, Cheshire, WA7 6QE

Inspection date	27/03/2014
Previous inspection date	16/10/2013

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

- The manager and staff demonstrate a positive and genuine commitment to developing their practice. This helps to support improvements within the nursery and enhances opportunities for children.
- Children feel safe and secure in the nursery and the management's arrangements for safeguarding the children are robust.
- Children build up a very close relationship with their key person. This is because the staff get to know the child and their family very well.
- Teaching is good because staff demonstrate a secure knowledge and understanding of how children learn. Consequently, all children make good progress given their varying starting points.

It is not yet outstanding because

- Children are not always challenged in developing their own ideas, as sometimes staff have a pre-planned end product in mind.
- There is scope to further enhance staff performance management to further support staff in understanding what they need to do to develop their already good practice even further, so that children consistently achieve the very highest levels of attainment.

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 and care practices in the playrooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, staff rotas and attendance registers, as well as information used to assess the suitability of staff.
- The inspector spoke to children and staff throughout the day and to parents and carers when they came to collect children.
- The inspector examined a sample of organisational and health and safety documentation, discussed the nursery self-evaluation form and held a meeting with the manager.

Inspector

Val Aspinall

Full report

Information about the setting

Windmill Hill Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Windmill Hill Primary School in Runcorn and is managed by a committee comprising of parents and the nursery manager. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above and one has an appropriate qualification at level 2. The manager also holds an appropriate early years qualification at level 5. The nursery opens Monday to Friday during term time only. The nursery's opening hours are from 8.30am until 5pm and children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider how children can develop their creativity further, for example, when making cards for special occasions, to offer them a wide range of resources to choose from, so that their creations are unique
- develop staff performance management even further, for example, by adding more specific targets to the evaluation of peer observations, so that staff know exactly what they need to do to be even more effective teachers.

Inspection judgements

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

Children are supported by an experienced staff team, who have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. This means that they can build a strong base on which children can learn. The small and friendly staff team work very closely together. They know children well and this is supported by an effective key person system. Staff work closely with parents from the start, obtaining a wide range of information about children's individual likes, routines and learning. This information is used effectively to assess children's starting points. Ongoing observations of children's learning are linked to the areas of learning and show which developmental bands children are working in and their next steps in learning. This allows the setting to track children's progress and identify any gaps in their development.

Children with special educational needs and/or disabilities are effectively supported through closely monitored individual education plans. As a result, they make good progress from their starting points. Staff clearly know children well; they talk confidently about their interests and their next steps in learning and generally plan a good range of challenging and enjoyable experiences for children. As a result, children show high levels of independence, curiosity and confidence in the setting. This supports them to make good progress in their learning and they demonstrate the key skills they need in preparation for starting school.

The quality of teaching is good. Children's mathematical skills are enhanced as staff teach them to count and recognise numbers. Staff introduce descriptive words, such as 'full' and 'empty', into children's play and support them to understand concepts, such as 'small', 'big' and 'very big'. For example, as children choose from the various sizes of a brush, staff ask them, 'have you got a big one or a small one?' This enables children to begin to understand the language of size. Consequently, when they roll out a large sheet of paper to paint on they say 'this is very big'. Children have good opportunities to problem solve through access to a wide range of open-ended resources. For example, children remain actively engaged for extended periods of time as they play with wooden blocks and train tracks. Staff ask 'I wonder how you could make it go around?' as children consider how they can extend the track in a confined space. Staff further promote children's language skills throughout their play. For example, they introduce words, such as 'curved' and 'straight' into the activity. Children demonstrate effective characteristics of learning as they think critically and develop new ways of doing things. For example, staff encourage them to think about how they could make a new colour when they have blue and yellow paint and how they can make sure paper does not blow away in the wind. Children's literacy skills are developing well. For example, they copy out the letters of their name onto cards they have made while staff model the sound each letter makes. Staff use story time to good effect to extend children's learning. Children engage very enthusiastically, joining in the actions and shouting out the words when staff intentionally miss them out, when reading a familiar story. Staff enthuse children to join in with activities by making them fun and interesting. For example, they recreate the environment in a favourite story so that children can act it out and have great fun when, at the end, a 'bear' jumps out to scare them. However, occasionally staff plan creative activities that have too much focus on the end product. For example, all children make a very similar card for Mother's day, using pre-prepared resources. While writing their name inside effectively promotes children's early mark making, children do not have the opportunity to develop their own creative ideas.

The nursery implements good procedures to keep parents informed about their child's learning. For example, parents receive copies of their child's observations and next steps in learning for the month ahead and have termly meetings with their child's key person, to keep them up-to-date with their child's progress. Parents share their knowledge with the nursery. For example, they provide staff with simple words and phrases in their home language, explaining how to pronounce them. As a result, staff are becoming confident in using words from languages they are not familiar with, which helps children to feel their home language is valued. The nursery also sends home regular newsletters, which keeps parents informed about the activities they have planned. In addition, parents are encouraged to write 'wow' moments about any learning or important information from

home. This effective two-way sharing of information allows parents to extend their child's learning at home.

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

Staff enjoy their work. This means that they are happy and enthusiastic with the children. Children are extremely happy and settled in the nursery and they have a very good relationship with the staff. Children develop a very close bond with their key person, who is aware of their individual daily routines, likes and dislikes. The children seek out their key person for reassurance when they are feeling unsure. As a result, children thrive in the nursery because staff know children very well and are on hand to provide support, when needed. This means that children are emotionally secure. Children settle into the nursery quickly because there are good settling-in procedures, which are adapted for each child and their family. In addition, staff find out important information, including children's interests, likes and dislikes on their 'All about me' form. Parents say how happy they are with the attachments their children have made to staff, which has helped them to feel less anxious about leaving their child. Staff have also thought about arrangements for children moving on to school. Staff invite teachers to visit the nursery in the summer. They go through learning records with the staff and encourage children to take these to school when they start. This ensures school staff know the children well and can support their learning needs effectively. In particular, children are emotionally very well-prepared to move on to the adjacent school, as they become familiar with the school staff and different parts of the building.

Children play in a stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. All resources are easily accessible and are clearly labelled with pictures and labels. This enables children to select and use their own resources independently. Independence is further promoted as children are encouraged to pour their own drinks and to prepare their own snacks. For example, children make their own sandwiches and, with support from staff they spread butter on the bread, choose their own filling and cut their sandwiches in half. Children try to put on their own shoes and coats as they go outside; staff show children how to attach both parts of the zip and then encourage them to pull it up themselves. Displays in the nursery recognise children's achievements and things that are important to the children through the use of 'Wow' moments, which parents also contribute to, such as when children have been swimming or have mastered going to the toilet independently.

Children behave well in the nursery because they are fully engaged in their activities and staff sensitively support children who struggle with taking turns. For example, they count down from 10 to prepare children to share the bikes. They learn to play alongside and with other children as they re-enact favourite stories or contribute to a large scale painting activity. Consequently, they play well with others and develop skills to support them in their learning. Children have regular opportunities throughout the day to spend extended periods of time outdoors. This means that they have the opportunity to be active and benefit from plenty of fresh air. Children learn about healthy lifestyles when they brush their teeth and join in with planned exercise sessions. They demonstrate a good understanding of health and hygiene as they wash their hands before snack. They know

how some foods, such as fruit, are good for them at snack time. Children have a good awareness of how to keep themselves safe because staff gently remind them, for example, not to throw sand in case it goes into children's eyes.

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

The manager and staff have a secure understanding of safeguarding issues. The nursery has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. All staff have regular training on safeguarding issues and have current first aid qualifications. Consequently, they are able to describe the procedures they would follow if they had concerns for a child's welfare. Robust recruitment procedures are in place. Clear records are held to demonstrate staff suitability; these include comprehensive details of the checks undertaken and include a copy of all staff qualifications. Staff are deployed well and staffing ratios are adhered to at all times, which ensures that children are well-supervised. Detailed risk assessments are completed for all areas of the nursery. Therefore, children's safety and well-being is fully assured.

Since the last inspection the nursery has changed the hours it is open and the age range of children admitted. This has allowed the nursery manager to become supernumerary and focus on driving improvements. The small team have worked exceptionally hard under the motivational leadership of the manager and together they have made rapid improvements that have had a very positive outcome on children's learning. Annual appraisals and regular supervision meetings are used to help embed new procedures and to identify ongoing training needs. As a result, staff are enthusiastic, eager to attend further training and skilled in effectively supporting children to make good progress in their learning and development. The manager ensures the quality of teaching and learning is regularly monitored. She has recently established a system of peer observations, where staff evaluate each other's practice. However, there is scope to develop this good practice even further, by prompting staff to be more specific in giving feedback, so that any areas for development are clearly identified. This will help staff fully understand what they need to do in order to be highly effective teachers so that children are best supported to achieve the highest levels of attainment. Children's progress is now tracked and monitored by the manager; she has dedicated time to examine the quality of staff observations and assessment of children's learning to ensure staff are promptly identifying any gaps in their progress. As a result, she has identified that some children need additional support with understanding and recognising numbers. Extra open-ended resources are being sourced and number activities have been added to the medium term planning to ensure staff can plan challenging and fun number activities.

The manager has well-established relationships with the local authority to help evaluate and support staff professional development. They make regular use of training and professional support services to help drive further improvements. In addition, managers from local settings have been invited to visit the nursery and exchange visits organised to exchange ideas and good practice. The manager's commitment to work in partnership is extended to local schools, other settings children attend and professionals, such as speech therapists and social workers, to help ensure all children are fully supported in reaching

their full potential. The manager values partnerships with parents and regularly reviews and revises the ways parents are encouraged to be involved in the nursery. For example, parents attend a weekly coffee morning, fundraising events and parents meetings, as well as completing questionnaires. Consequently, parents say they are kept well-informed, staff are friendly and that their children are making good progress.

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	EY346757
Local authority	Halton
Inspection number	960350
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	39
Name of provider	Windmill Hill Nursery Committee
Date of previous inspection	16/10/2013
Telephone number	01928 759384

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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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