

Windmill Pre-School

2 Tresham Street, KETTERING, Northamptonshire, NN16 8RS

Inspection date

07/05/2014

Previous inspection date

13/09/2011

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

- Teaching is good. Accurate assessments of individual children's progress are used to plan activities that enable children to achieve well, given their starting points and capabilities.
- Children are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken when needed, to keep children safe. The manager and staff have a full understanding of their role and responsibilities in relation to safeguarding and child protection.
- The manager organises the pre-school well. Delegated duties are effectively monitored to ensure the provision runs smoothly and efficiently.
- Partnership working with other providers, professionals and agencies are well established to enable staff to support individual children's needs effectively.

It is not yet outstanding because

- There is scope to further enhance the sharing of the good teaching methods and approaches used within the staff team.
- There is scope to maximise the sharing of information by parents as they support their children's learning and development at home.

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 engage in free choice play and take part in planned activities and discussed these observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the pre-school staff and talked with the registered provider and the manager about self-evaluation and improvement plans.
- The inspector spoke with the members of the staff team responsible for safeguarding and special educational needs.
- The inspector took account of the views of parents and carers from information included in the pre-school documentation and from discussions on the day.

Inspector

Anne Archer

Full report

Information about the setting

Windmill Pre-School opened in 1999 and re-opened in new premises in 2011. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee run pre-school and operates from renovated premises in a residential area close to the town centre of Kettering, Northamptonshire. The pre-school children have use of two ground floor rooms with associated toilet facilities. There is a meeting room and adult toilet on the first floor.

The pre-school is open each weekday from 8.30am to 5.30pm all year round with sessions from 9am to 12 noon and 1pm to 4pm with wrap around care available before and after sessions. There are currently 112 children on roll in the early years age group and they attend for a variety of sessions.

There are 14 members of childcare staff, all of whom hold early years qualifications including 11 holding a qualification at level 3 and one at level 6. The setting provides funded early education for two-, three- and four-year-olds. Children with English as an additional language and children with special educational needs and/or disabilities attend the setting.

What the setting needs to do to improve further

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

- follow up on recent role modelling opportunities for staff to enhance their already good teaching skills and so support children's learning even better
- maximise the use of information shared by parents about how they support their children's development and learning at home.

Inspection judgements

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

Teaching is good in the pre-school. The manager and staff have natural teaching skills; recognise that children learn through play and that they may have different learning styles. They organise the playroom and resources to enable children to develop independence, curiosity and the ability to explore. The use of accurate assessments of individual children's progress is used to plan activities that enable children to achieve well given their starting points and capabilities. Adult-focussed activities engage children's interests and support their learning well. Children also on occasions engage staff in their play. For example, a child making a cake from play dough asks a member of staff to help her make the candles. They discuss the candles as they make them and the child counts them '1, 2, 3, 4' onto the cake.

Children participate in a variety of activities to develop the key skills that will support their future learning as they move onto school. Staff talk to the children as they experiment with the paint, introduce new words and sounds and take time to listen to children as they respond in their own way. Children with additional needs and those who have English as an additional language are particularly well supported and develop trusting relationships with the staff.

Children's starting points on entry are obtained from discussions between key people and parents. Initial learning targets are set after the child has settled. This first contact supports the child's transition from home to pre-school well. However, there is scope to promote an even more effective sharing of information about children's ongoing learning at home. Initiatives have been introduced to support parents to better understand how to reinforce their children's learning, although, these have not yet reached all parents.

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

Children form strong emotional attachments with the pre-school staff. These support their settling-in at the pre-school enabling them to become independent learners and as they in time move onto school. Children display a good sense of belonging and some are high in confidence and self-esteem. Children learn to cooperate and negotiate with their peers because staff implement a consistent behaviour management system that takes into account children's level of understanding and maturity. This is particularly important for children with additional needs and for those who have English as an additional language.

Children are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep children safe. Children are taught about how to keep themselves safe, such as when riding in the mini bus on an outing to the pre-school's allotment or to the pleasure park. There is a good variety of toys and equipment, which support children's physical development, imagination, and their understanding of the world as they play with sand and water or inspect the growth of the carrots at the allotment. There are opportunities throughout the session for indoor physical exercise. For example, children have use of a climbing frame and swings and participate in action songs and rhymes.

Children start to learn about self-care and become independent as they become more experienced pre-schoolers. For example, children access the morning snack at a time to suit themselves, wash their hands and find a seat at the table before helping themselves to the fruit slices and breadsticks. A member of staff is on hand to support less confident children and ensure children also have a drink. Children are taught how to stop the spread of germs by washing their hands at appropriate times. Their health and dietary needs are very well supported by staff.

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

The manager and staff understand their role and responsibilities in relation to safeguarding and child protection. The manager appreciates the importance of the

safeguarding and welfare requirements and informs Ofsted of any notifiable events. Policies and procedures are regularly updated to support changes in practice or regulation and are shared with staff and parents. Children are secure at the pre-school and are closely supervised, particularly when they go on outings. Thorough recruitment practices ensure a motivated workforce that work well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Regular supervision meetings, staff meetings and annual appraisals take place to ensure staff understand their role and responsibilities and to support their professional development. The manager is suitably organised to manage the pre-school well. Delegated duties are closely monitored to ensure the provision runs smoothly and efficiently.

The manager understands her responsibilities with regard to the implementation of the learning and development requirements. Staff have all the information they may need to support children emotionally as well as in their early learning. Teaching and learning for individual children is monitored. This enables the staff to quickly identify individual needs so that extra teaching support is provided to close any gaps in learning or seek other professional advice. Role modelling by more experienced staff and other support has recently been made available to further boost less experienced staff's confidence and teaching abilities; however, this is not yet fully embedded into practice.

Partnerships with other professionals and agencies are well established to enable staff to support individual children's needs very effectively and parents comment that they appreciate the support they receive. Links are established with the nearby primary schools, which support children's transition when they move to the reception class. These links are valuable in supporting children's early school life.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY421904
Local authority	Northamptonshire
Inspection number	966629
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	112
Name of provider	Windmill Pre-School Committee
Date of previous inspection	13/09/2011
Telephone number	07985369591

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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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