

Malling Windmill Nursery

South Malling Church of England Primary School, Church Lane, Lewes, East Sussex, BN7 2HS

Inspection date

10/12/2014

Previous inspection date

02/03/2009

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

- Staff use effective strategies to promote children's skills in communication and language. This enables all children to make good progress in their learning.
- Staff are friendly and interact well with children. They use positive strategies to help settle children in so they feel safe and develop secure emotional bonds with them.
- Staff use effective behaviour strategies to promote positive behaviour, which help children to behave appropriately.
- Staff use effective strategies with parents to encourage a cohesive approach to children's learning and care. This effectively supports children's development and progress and ensures their individual needs are met.

It is not yet outstanding because

- Staff do not work fully in partnership with other settings that children attend to promote consistency in meeting children's individual learning needs.

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 and staff's interaction in all the main play areas of the nursery including the outside area.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector discussed leadership and management with the manager, the qualified teacher and a representative of the organising trust and carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including the safeguarding policy, the complaints policy, evidence of staff's suitability and the accident and medication records.
- The inspector held a feedback meeting with the manager and the qualified teacher.

Inspector

Jacqueline Walter

Full report

Information about the setting

Malling Windmill Nursery registered in 1999. It is a privately owned nursery that operates from a purpose-built unit in the grounds of South Malling Church of England Primary School in Lewes, East Sussex. The nursery opens five days a week during school term times. Opening times are from 8am until 6pm on Tuesdays, Wednesdays and Thursdays and from 8am until 3.30pm on Mondays and Fridays. All children have access to several enclosed outdoor play areas. There is disabled access to the nursery.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children attending in the Early Year Foundation Stage. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The nursery employs seven members of staff. Of these, six including the manager hold appropriate early years qualifications. One member of staff holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- extend the systems used to promote partnership working with other settings that children attend, so as to create a fully cohesive approach to supporting children's individual care and learning needs.

Inspection judgements

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

Staff demonstrate a secure understanding of the Early Years Foundation Stage. They use this knowledge to help children to make good progress towards the early learning goals. This helps the children prepare well for school and their future learning. Staff encourage children to share and represent their thoughts, ideas and feelings through a good range of materials and activities. For example, children have access to wooden lolly sticks, cotton wool, plastic eyes, and twigs, which they use to create their collages. They are also able to play in a mud kitchen and explore hay, and dress up as kings or shepherds in their nativity role-play area. This helps them to develop their creative skills effectively and gain a good understanding of the world.

Staff use stimulating and challenging activities to engage and teach children and help them develop their understanding of mathematics. For example, children enjoy matching

number cards with number buckets in the outside area. They also enjoy games where they match and attach numbered presents to a Father Christmas's sack. Children enjoy practising physical skills during a variety of activities. They enjoy using tools such as rollers and cutters when exploring the glittery play dough. This helps them to develop their finer muscle control. Children also learn to coordinate their larger movements by walking and balancing across raised steps. Children thoroughly enjoy connecting drain pipes that enable them to move their small-world vehicles around. Well-planned activities such as these effectively help children to learn to solve problems, develop skills in creativity as well as support their physical development.

Children have good teaching support for their language development. Staff listen carefully to what children say and skilfully question them as they play. This helps to develop children's growing vocabulary even further and encourages them to engage in conversations. Staff also extend children's thinking skills, so they become confident and independent learners. For example, they encourage young children to reflect on their own learning by asking questions such as, 'What will you need to make the aeroplane?'

Staff use the information from observations efficiently to make sure that children achieve as much as they can. They clearly identify children's starting points on entry to the nursery and complete regular observations. They use these to identify children's next steps in development. Staff effectively use this information to plan a good range of activities that meet the children's individual learning needs and interests. Staff monitor children's progress robustly by linking their observations to the ages and stages of development. Staff successfully complete the required progress checks for two-year-old children and share this with parents. This enables them to monitor the children's progress in all the key areas of development.

Parents are strongly involved in their children's learning. The staff effectively share information regarding the children's care and achievements. For example, in addition to daily informal discussions, parents are able to see and discuss their child's development files at regular meetings. The system in place for parents to share information on their child's development and interests at home is also used effectively. For example, parents complete wow cards and provide photographs for a home diary display board to inform staff of what is happening at home. This means that children are fully supported in their progress and development. However, the nursery does not work consistently in partnership with other settings that children also attend to meet children's individual learning needs. As a result, staff cannot be sure that the activities they offer always complement the children's learning elsewhere.

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

There is an effective key-person system, and therefore children receive good continuity and consistency of care. Staff implement effective strategies to help to settle new children. For example, they conduct home visits and encourage parents to participate in settling-in visits. They also ask parents to complete detailed booklets which allow the staff to gather good information about the children's interests and routines at home. This enables staff to

have a good understanding of children's individual needs and continually meet them. Children are all very happy and display strong emotional attachments with staff. For example, they confidently inform the staff that they need to take turns at completing tasks. They also initiate cuddles and make known their wants and needs, demonstrating they feel comfortable to do so.

Children are encouraged very well to develop habits and behaviour appropriate to good learners, their own needs and those of others. Staff use good methods to encourage positive behaviour. For example, staff concentrate on giving lots of praise and encouragement and, as a result, young children are motivated and behave well. Staff work well with parents when dealing with negative behaviour. This helps to ensure the children are receiving the same messages in managing their behaviour. The staff also use effective strategies such as wearing large ears when they want children to sit quietly and listen. This helps to remind the children of expectations and begin to manage their feelings.

Staff plan the learning environment effectively to help all children progress towards the early learning goals. They provide a very child-friendly, welcoming environment. They organise space and the wide range of resources very well inside and outside the nursery. This helps staff to meet children's needs, promote play, independence and decision-making skills. For example, children have access to low-level furniture and resources, which staff label with pictures and words. This effectively supports children's growing independence and developing literacy skills.

Children are developing a very good understanding of how to keep safe. Staff sensitively support young children by discussing safety issues as they engage in their play. Staff encourage children to engage in regular routines that promote their understanding of good hygiene. For example, they remind children to wash their hands before meals. Children are developing a good understanding about healthy eating through participating in activities, such as making fruit smoothies. They are also able to make choices about what they want to eat for their snacks, help to serve their meals and pour their own drinks. Children are physically active and the free-flow system in place means that all the children are able to choose when they want to play outside. This means they can regularly enjoy fresh air and have good opportunities to develop their physical skills. Staff work collaboratively with parents to meet children's specific health and dietary needs. They spend valuable time finding out important details to enable them to care for children appropriately to protect their well-being. For example, staff attend specialist training regarding the administration of particular medication to meet each child's individual health requirements.

Staff are effective in helping children prepare for moves into their new schools so they feel happy and secure. The staff are actively involved in an incentive known as the Village Project, which involves the local primary school reception class and nursery having play sessions together. As a result, children get regular opportunities to visit the local school and meet the teachers. This helps them to gain confidence and familiarity when they ultimately transfer to school.

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

The leadership and management team has a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff conduct regular risk assessments and take good action to keep children safe. For example, staff keep external gates and doors locked when children are present and admit all the visitors into the nursery grounds and then personally into the nursery. They also ensure that visitors record their times of arrival and departure. Staff and management meet the adult-to-child ratios and staff deployment is good. Children are within sight and hearing of staff at all times so they keep safe. Arrangements for safeguarding children are effective, with staff and management having a secure knowledge of the procedures to follow when child protection concerns are raised with children or adults. Over half of the staff team holds a first-aid qualification. This means children's health and safety is promoted effectively and children can access emergency first-aid treatment quickly.

The leadership team uses robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, they take up written references and enhanced Disclosure and Barring Service checks are completed for each member of staff. In addition to this, the management team asks staff to complete a health questionnaire. This means the management team takes effective steps to ensure the staff are suitable to work with children.

The leadership and management team effectively evaluates their provision and practice. This helps them to identify priorities and to drive improvement. They work effectively with the local authority support team by completing regular audits, creating action plans and setting targets for improvement. For example, the management team has introduced regular supervision meetings for staff. This enables them to effectively identify training needs and secure opportunities for development. This helps to drive and sustain improvement in the nursery and therefore, benefits the outcomes for children. In addition to this the management team has purchased digital cameras and programmable toys after reviewing their provision for understanding the world. This has successfully helped to improve the children's information technology skills and understanding of the world.

Staff provide a good range of information for parents, which include the nursery's policies and procedures. The staff send out regular newsletters as well as displaying information on notice boards. This provides good general information on aspects of early years learning as well as details about children's activities. Parents are very happy with the care and learning provided for their children. They say that the staff are friendly, welcoming and share lots of information on the children's development and learning. Staff demonstrate they are aware of the need to work collaboratively with other professionals to support children who have special educational needs and/or disabilities. Staff liaise efficiently with the local authority advisory team to obtain further advice and support in meeting the children's individual needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	109463
Local authority	East Sussex
Inspection number	839602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of provider	Malling Windmill Nursery Committee
Date of previous inspection	02/03/2009
Telephone number	01273 471 100

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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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Piccadilly Gate
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