

Windmill Pre-School Lytham

Lytham C of E Primary School, Park View Road, Lytham St. Annes, Lancashire, FY8 4HA

Inspection date

10/12/2014

Previous inspection date

08/10/2008

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

- Children are kept safe because effective safeguarding procedures are in place and children respond well to instructions that keep them safe.
- Children are effectively supported when they begin to attend pre-school because staff work closely with parents and make adjustments to enable children to settle with ease.
- Staff teach children how to play cooperatively and encourage them to use good manners at all times. Consequently, children are well behaved.
- Staff are particularly skilled at supporting children in developing their communication and language skills. As result, children make good progress and are prepared for their next stage in learning.

It is not yet outstanding because

- Partnerships with parents are generally effective. However, opportunities for staff to engage parents in children's learning are not always highly effective or frequent enough.
- Peer observations are not always sharply focused on further developing the quality of staff's teaching and learning to the highest level.

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.

Inspection activities

- The inspector checked evidence of the suitability of the staff and the committee members.
- The inspector observed the staff engage in a range of activities and care routines with the children.
- The inspector held discussions with the staff and manager.
- The inspector spoke with parents to gain their views.
- The inspector took part in a joint observation with the manager.

Inspector

Lisa Bolton

Full report

Information about the setting

Windmill Pre-School Lytham was registered in 2005 and is on the Early Years Register. It is managed by a committee and operates from within Lytham C of E Primary School. The setting serves the local area and is accessible to all children. It operates from one room and children have access to an enclosed outdoor play area. There are four members of staff who work directly with the children, all of whom hold appropriate childcare qualifications. The setting operates five days a week from 9am until 12pm and from 1pm until 3.30pm during term time only. Children attend for a variety of sessions. There are currently 12 children on roll in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already good monitoring strategies to ensure even greater consistency in the quality of teaching and learning, by implementing a more targeted approach to the use of peer observations as a way of sharing and reflecting on good practice
- provide even more opportunities to engage parents, in order to continue children's learning, for example, through introducing regular progress meetings.

Inspection judgements

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

Staff have a secure knowledge of child development, which they use to plan challenging experiences to support children's next steps in learning. In combination with this, children are given opportunities to follow their own interests. This means that they are highly motivated to learn. Staff have a good understanding of how to tailor activities and resources to support children's learning. For example, mathematical vocabulary is practised as children counted scoops of soil while digging for potatoes outdoors. As a result, children learn while they are playing. Staff provide an effective balance of child-initiated and adult-directed activities. This means that children take part in a broad range of experiences because they are given the freedom to make their own choices, as well as taking part in structured learning. Consequently, children develop appropriate skills and attitudes for future learning.

The quality of teaching is good and staff have high expectations of children, based on their prior assessments of what children know and can do. For example, children are

taught to take turns and be courteous to one another when making glittery reindeer food. Children are guided to become more independent in dressing and washing, so that they feel confident in their self-care. This means that children are taught the necessary skills to prepare them for school. Staff are skilled at developing children's speaking skills. Staff articulate the words correctly for children to hear in conversation. This provides a good model to help them to improve, without dampening their enthusiasm to communicate. As a result, children make good progress from their starting points in their communication and language.

Staff gather information on entry from parents about children's learning and development and their individual interests. Alongside ongoing observations by staff, this information is used to effectively plan for children's learning. Regular assessments enable children's progress to be tracked. Consequently, any gaps in learning are promptly identified and strategies are put in place to address these. Children with special educational needs and/or disabilities are supported effectively. This is because staff work with parents and external agencies to develop individual learning plans to support children's learning. As a result, children make good progress over time, relative to their starting points. The staff have a good understanding of how to support children who speak English as an additional language. For example, parents are consulted to help to display dual-language words around the learning environment. This means that inclusive practices are well embedded.

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

Children's emotional well-being is consistently supported because staff operate an effective key-person system. Staff place great importance on forming secure attachments with children, in order to get the best out of them. The manager makes adjustments to key-person arrangements, if children naturally make strong bonds with a particular member of staff. This shows that the manager has a strong understanding of the impact that positive relationships have on children's well-being.

Staff provide a safe and welcoming environment in which children are able to explore and learn to manage their own risk. Staff support children to learn about how to keep safe, during their daily routines and when unexpected situations arise. For example, children quickly and sensibly follow staff guidance during emergency evacuation procedures. This means that children are kept safe from harm because a well-established routine and high expectations are in place. Staff have a consistent approach to behaviour management, so that children are clear about how to behave well. Children show good confidence and high self-esteem, yet they are responsive when staff request their attention. Staff are good role models and they frequently encourage cooperation and polite manners. There are clear and respectful relationships between adults and children, which prepares children well for their next stage in learning.

Children are encouraged to develop healthy lifestyles because staff teach children about healthy eating, hygiene and exercise. They quickly become independent in their self-care and they know that it is important to wash their hands thoroughly after toileting and before eating. Children sit together at a table during snack time. Staff plan this social routine effectively so that it is a shared learning experience. Children have an appealing

selection of fresh, healthy snacks to choose from. Staff guide children to pour their own milk or water and use utensils to select snacks for themselves. As a result, children learn about table manners and practise independence skills. Children's physical well-being is extended in the outdoor area. Here, children have daily opportunities to be physically active, playing in the fresh air and exercising. Children practise their physical skills and coordination on bikes, in the sand and on balance beams. Furthermore, staff take children on nature walks in the local area and to visit the conservation garden in the school grounds.

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

The manager and committee take all necessary steps to keep children safe. Recruitment measures ensure that staff are suitably qualified to work with children. All staff and committee members are vetted through the Disclosure and Barring Service, helping to keep children safe from harm. The manager and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety is given high regard and staff are constantly vigilant. Procedures for visitors are well established and the manager and staff ensure that visitors are always well supervised. The manager and committee have a commitment to providing paediatric first-aid training for every member of staff. As a result, children can learn and play safely.

The manager and staff team work together to meet the learning and development requirements of the Early Years Foundation Stage. The manager regularly monitors children's progress through effective tracking systems and clear communication with each key person. This means that children at risk of delay are quickly identified, and strategies are put in place to narrow the gap. The manager and staff have effective relationships with external agencies and they understand how to access additional support. Partnerships with parents are generally strong and information is effectively shared to support children with special educational needs and/or disabilities. Strategies are in place to communicate with parents about children's learning and well-being. However, opportunities to engage parents in their children's learning are not always frequent or accessible enough for all parents, in order to have a significant and positive impact upon children's learning.

The manager has a clear determination to improve and, together with the staff team, they are reflective about their practice. Staff make changes to the learning environment as a result of their careful observations of children's learning. For example, staff plan to introduce an outdoor sensory den to increase opportunities for quiet reflection. Parents, staff and children contribute to the identification of the setting's strengths and priorities for development. Parents' views are encouraged through daily contact and questionnaires. Staff and children contribute their views through regular discussion. As a result, improvements are made, for example, introducing digital cameras for children's independent use. The manager monitors staff performance through observation and supervision. Well-qualified staff support less experienced staff through sharing best practice and mentoring. Staff carry out peer observations. However, this system is not yet sharply focused on raising the quality of teaching and learning to the next level.

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	EY306575
Local authority	Lancashire
Inspection number	861896
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Windmill Pre-School Lytham
Date of previous inspection	08/10/2008
Telephone number	07971 760139

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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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