

Windmill Pre-School at Vaynor

Vaynor First School, Tennyson Road, Redditch, Worcestershire, B97 5BL



Inspection date

13 March 2015

Previous inspection date

17 December 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The staff's exceptionally in-depth knowledge of the children enables them to extensively promote their individual learning and development. Children benefit from an inspiring range of exciting activities and experiences that closely follow their own interests.
- The extremely knowledgeable staff make best possible use of the planned and naturally occurring situations to extend children's learning. They use a wide range of open-ended questions and ensure children have time to think and respond. Consequently, children are motivated to become very active learners and to develop good thought processes.
- Children are supported to settle well in the nurturing and exceptionally supportive environment. They develop high levels of confidence and independence that allow them to eagerly play and explore.
- Parents clearly benefit from the highly effective partnerships that staff foster and promote. Extensive information is gathered for each child at admission and staff continue to exchange meaningful information to support all children's development needs.
- The pre-school manager and her team have developed excellent systems to keep children safe and secure. Staff make very effective use of well-written policies and procedures and carry out rigorous risk assessments for all areas.
- The staff team enthusiastically engage with a range of training and networking opportunities. This ensures that they are continually improving their already exceptionally high-quality knowledge and skills.

What the setting needs to do to improve further

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

- consider ways to make best possible use of the outdoor play space to promote children's learning fully at all times of the year and in all weathers.

Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and spoke with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector conducted a joint observation with the manager.

Inspector

Judith Harris

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children make excellent progress in their learning and development due to the exceptionally in-depth knowledge the staff have of each child. Staff use their considerable knowledge and expertise to plan activities and experiences that focus on children's individual needs and interests. Staff's high-quality teaching in all areas of learning expertly prepares children for their move on to school. For example, staff skilfully use mathematical language to ensure that children learn an extensive range of mathematical concepts. This is an area that has been particularly identified by staff as a gap in children's learning. Children's communication skills are very successfully promoted. For example, children take part in a focused activity where they are comprehensively supported to learn how letters and sounds link. This means they develop outstanding language and early literacy skills. Comprehensive assessments ensure staff develop children's strengths and swiftly identify and address any gaps in their learning.

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

Children benefit from comfortable and exceptionally well-resourced play spaces. Staff ensure the pre-school is a place where children confidently play, explore and willingly participate in group activities. Children are successfully encouraged to use positive behaviour as they are taught about sharing and taking turns in all activities. Children play in a very safe and secure environment and they are carefully supported to learn how to manage their own safety. Children's physical development is extensively promoted in the outdoor area. For example, children practise walking on stilts and they are sensitively supported by the staff who use praise to ensure children have the confidence to keep trying until they succeed. Staff are considering ways to ensure children have more extensive opportunities to use the exciting outdoor area in all weathers. Children develop extremely warm, nurturing relationships with the staff. As a result, they are very well settled and have high levels of personal independence. Consequently, children are rapidly gaining the confidence and self-assurance needed for moving on to school.

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

The pre-school manager works closely with the management team to ensure they are confident in their responsibility to protect children. The manager's ongoing commitment to regular and comprehensive training for all staff means they are able to fully safeguard children at all times. The highly experienced staff frequently observe and assess children's achievements. As a result, there is a precise focus on children's progress and supporting them to maintain achievement at the highest possible level. The staff team make extensive use of self-evaluation to provide an extraordinary drive for improvement that fully involves the whole team. Staff provide extensive opportunities for parents to become involved in pre-school life and thoughtfully support children's learning at home.

Setting details

Unique reference number	EY302852
Local authority	Worcestershire
Inspection number	861790
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	52
Name of provider	Windmill Pre-School Midlands Ltd
Date of previous inspection	17 December 2010
Telephone number	07759 350 156

Windmill Pre-School at Vaynor was registered in 2005. The pre-school employs six members of childcare staff; all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday in school term time, from 8am until 6pm. The pre-school provides funded early education for three- and four year-old children.

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