

# Windmill Nursery

Brent CP School, London Road, Stone, Dartford, Kent, DA2 6BA



## Inspection date

4 March 2015

## Previous inspection date

19 October 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff use observation, planning and assessment for each child, but it is inconsistent and staff do not clearly plan for all children's next steps in their learning. This means that some children do not make good progress in all areas of learning, as assessments do not always identify what they have achieved or potential gaps in learning.
- Daily routines do not always take children's individual learning needs and interests into consideration. Therefore, children do not have the opportunity to explore their own ideas and interests through activities and play.
- The management and committee do not recognise the importance of record keeping for recruitment. They do not have recruitment records available, so cannot show how they follow safe recruitment practices.

### It has the following strengths

- Children are happy to attend the setting and form good relationships with their key person and the staff team. As a result, children feel secure and are settled.
- Staff use the setting's behaviour management policy appropriately. This includes behaviour management strategies to support children and children generally display age appropriate behaviour.
- Staff support children and parents when they start at the nursery and, as a result, form good ongoing relationships with parents. Parents feel supported and secure to leave their children and share regular information with staff to support their children's well-being.
- Staff work with external agencies well to support children with special education needs and/or disabilities and those moving onto school.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations are consistently used to identify children's next steps in learning and potential learning gaps, so that children benefit from challenging activities based on their own interests
- review daily routines to ensure children's individual learning needs are met
- ensure that records are available to show safe recruitment practices for all new staff.

### Inspection activities

- The inspector observed children's play, activities and interactions both indoors and outside.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector viewed a sample of documentation including children's learning journey records, staff appraisals and a selection of policies and procedures.
- The inspector held a meeting with the manager.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff plan some interesting activities for children, for example, inviting a police officer to the setting for the children to learn about their role and personal safety. This helps children learn about the people around them and the community. However, staff do not always accurately assess children's learning through activities, and use those to plan their next steps in learning. This means that children are not challenged in their learning and development and are not fully engaged in activities. Staff support children as they prepare for the move to school. For example, staff work well with local schools, particularly the on-site school, to help children celebrate this move. Staff work with parents to understand children's starting points but continued monitoring and tracking of children's progress is inconsistent. Overall, children's individual learning and interests do not fully influence staff's planning of activities.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children play in a safe and welcoming environment. The setting has a range of resources both inside and outside. Children use the outside area daily and choose from a wide range of resources to promote their health and physical development. The routines of the day do not fully promote children's independence and ability to self-select resources for their play. For example, staff support children to see to their own self-care needs, such as encouraging them to wipe their own noses. However, they do not extend this to encouraging children to wash their hands afterwards to promote further learning of hygiene. Also, staff complete other routine tasks for children, for example pouring drinks for them, which limits the further development of children's independence skills. Children feel safe and secure because of the positive relationships with staff, and they ask them for help when needed.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The setting has an established long-standing staff team and staff deploy themselves well. The manager recognises the importance of staff supervision and further training. However, this does not always result in improved teaching for children. The manager has systems to monitor children's learning, but these are not fully effective as they do not identify gaps in children's learning. This means some areas are less well planned for. Staff have an understanding of how to keep children safe, with clear knowledge of how to act to protect children. The management and committee cannot show they have recruited staff safely as they do not have any evidence of recruitment records. This means there is a breach of the welfare requirements and shows the management do not have a good understanding of the Early Years Foundation Stage requirements. However, managers have carried out Disclosure and Barring Service checks in order to support children's safety.

## Setting details

<b>Unique reference number</b>	154414
<b>Local authority</b>	Kent
<b>Inspection number</b>	826027
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Windmill Nursery Committee
<b>Date of previous inspection</b>	19 October 2009
<b>Telephone number</b>	01322 229393

Windmill Nursery opened in 2001 after moving from premises nearby. It is on the site of Brent County Primary School in Dartford. The nursery receives funding for free early education for three, and four-year-olds. The group opens five days a week, for two sessions daily, during school term times. Sessions are from 9am to 12pm and 1pm to 4pm. There are 10 members of staff. One member of staff has an Early Years Foundation degree and another has a BA (Hons) degree in Early Years Education.

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