

Wind-in-the-Willows

59 Glossop Road, Gamesley, Glossop, Derbyshire, SK13 6JH



Inspection date

7 April 2015

Previous inspection date

28 February 2011

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

Summary of key findings for parents

This provision is good

- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with adults.
- All children make good progress. They demonstrate a high level of independence and show that they enjoy playing and learning, as they engage in a wide range of interesting resources and activities.
- Teaching is good, as staff encourage children to think critically and work together. This results in children developing good skills, to enable them to solve problems successfully.
- Staff understand their roles and responsibilities to safeguard children. They have accessed training and understand the setting's policies and procedures very well.
- Management and staff reflect on their practice thoroughly. They successfully include parents and children in their self-evaluation. As a result, positive changes continue to be embedded to support staff in improving outcomes for all who use the service.
- The playful interactions from staff make the children feel welcome. As a result, strong bonds have been formed which promotes the children's well-being.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.
- The management team understand their responsibilities in meeting the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- Opportunities for staff to model and share good practice, in order to further enhance teaching and learning are not maximised.
- The existing safeguarding procedures do not fully underpin the safe use of online technologies.

What the setting needs to do to improve further

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

- develop and focus on the professional development of staff working with the youngest children, by sharing best practice in order to raise teaching to outstanding across the setting
- enhance the already effective safeguarding policy to focus more precisely on online safety, to further underpin the safety and well-being of the children.

Inspection activities

- The inspector observed activities in the main playrooms and outside play areas.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector held meetings with the manager of the setting and undertook two joint observations with her.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector looked at children's assessment records and planning documentation, as well as a selection of policies and children's records.

Inspector

Janet Weston

Inspection findings

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

Staff are enthusiastic and motivated to provide a good range of activities to promote children's learning and development across the seven areas of learning. However, staff's teaching styles are not consistent across the setting particularly with staff members working with the youngest children. The nursery places great value in ensuring that parents develop a sense of belonging with the nursery. Settling-in processes, throughout the setting allow parents to have a say in the care and well-being of their children. As a result, children are emotionally prepared for changes in their lives. Parents and carers share what they know about their child when they first start, which helps staff to have a sound knowledge of each child's background and needs. This is particularly true in the baby room. Informative notice boards and regular newsletters keep parents informed of planned activities. The nursery has good links with other early years providers and schools, which promotes continuity in children's care, learning and well-being.

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

Children behave very well as staff use appropriate strategies to encourage children's good behaviour. Consequently, children show kindness and respect to others as they play cooperatively together. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort. Children listen attentively during story time, and become increasingly aware of the purpose of text. An understanding of numbers is developed through simple counting exercises, and older children confidently problem solve when building with construction materials. Consequently, children develop a positive attitude to learning which helps prepare them for their eventual move to school. Children's creativity is celebrated as their artwork is displayed throughout the nursery. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world. Furthermore, a good range of resources gives positive images of themselves and of the diversity within society. Planning and resourcing of the outside ensures children enjoy a challenging environment, as they climb and balance on the range of equipment.

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

Children are effectively protected as the experienced staff team keep the premises secure and supervise the children at all times. All staff hold a relevant childcare qualification and this, together with regular training, contributes to the good-quality provision. For example, staff use their knowledge from training, to ensure there is planned, purposeful play and exploration with a good balance of adult-led and child-chosen activities. Detailed ongoing observation, assessment and tracking by staff, provides a clear insight into the children's progress and achievements. Robust recruitment procedures are in place and staff are vetted for their suitability. Furthermore, a detailed induction and staff development programme is in place. Required policies and procedures are in place to help with the safe and smooth management of the pre-school. However, there is a need to further review the existing good safeguarding policy to focus more precisely on online safety.

Setting details

Unique reference number	206332
Local authority	Derbyshire
Inspection number	865417
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	38
Name of provider	Lynda Robertshaw
Date of previous inspection	28 February 2011
Telephone number	01457 853342

Wind-in-the-Willows registered in 1996. It is open from 7.30am until 6pm, all year round, excluding public holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. A team of five staff work at the nursery, all of whom hold appropriate early years qualifications.

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