

Windmill Pre School Brill

Brill C of E Combined School, The Firs, Brill, AYLESBURY, Buckinghamshire, HP18 9RY



Inspection date

9 June 2015

Previous inspection date

26 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 have many good opportunities to learn from a wide range of resources. The environment is attractively presented. Staff give thought and consideration to meeting all children's needs.
- Staff consistently monitor children's progress and plan activities that challenge their abilities. Timely support is given to those who need it, which means children make good progress from their starting points.
- The children make decisions and develop independence regularly, such as making snacks for themselves or getting dressed and undressed.
- Managers supervise staff practice and support them to improve their knowledge. Staff have supervision meetings with their manager and their practice is observed, which means they continuously evaluate their teaching skills.

It is not yet outstanding because:

- Overall, all parents are involved well in their children's learning and understand the progress their children make. However, the methods that some staff use to share information with parents are more effective than others.

What the setting needs to do to improve further

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

- enhance further the arrangements to share information with parents by extending the highly effective methods used by some staff.

Inspection activities

- The inspector observed activities throughout the pre-school, indoors and outdoors.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures.
- The inspector listened to parents to take account of their views.

Inspector

Victoria Frost

Inspection findings

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

Children make good progress in their learning. This is because the staff are knowledgeable and understand what children need to develop. Staff plan activities for children that are challenging and engaging, such as creating an obstacle course in the garden from assorted recycled tyres, planks and crates. The pre-school is very well presented. The children interact with a wide range of resources that motivate them to learn, such as pretend play areas that replicate the home or shops. Effective assessment and planning means that children's needs are well met. Staff identify those children who need extra support to learn, and intervene in a timely and sensitive way.

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

Children gain the skills to become independent because the staff carefully plan the daily routine and the layout of the environment. Coats and belongings are stored at their eye-level and everyone joins together for lunch, which means younger children can observe older children and learn by example. Staff make sure children are well supported as they move on to school; for example, they meet with teachers and share individual development reports. As the pre-school is on a primary school site, throughout the year children have access to the school hall or playground for physical activities. This helps them become familiar with the school environment. Children are safe as staff understand child protection procedures and know what to do should they develop concerns about any child's welfare. Safeguarding arrangements are underpinned by robust policies and procedures.

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

The managers are committed to improving provision and have high expectations of their staff. This is reflected in an effective professional development plan for each member of staff. Regular supervisions, observations of practice and staff meetings identify any training needs. Recruitment and supervisions have a strong focus on child protection issues and the managers demonstrate the ability to make sure all who work at the pre-school are suitable. The managers know what needs to be done to improve practice. They have made continuous improvements such as developing the outdoor play spaces, adding new resources and developing existing ones. Parents have been encouraged to join in the opportunities the pre-school provides. For example, physical activities, developing the website and participating in local fetes are all made possible by the contributions of parents. The manager uses the support of the local authority to reflect on and improve the opportunities they provide to children, and is supported by a parent-run committee.

Setting details

Unique reference number	140906
Local authority	Buckinghamshire
Inspection number	825754
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	45
Name of provider	The Windmill Pre School Committee
Date of previous inspection	26 March 2009
Telephone number	01844 238859

Windmill Pre School Brill registered 1985. It is situated adjacent to Brill Church of England Combined School, Aylesbury, Buckinghamshire. The pre-school is open Monday to Thursday from 9am to 3pm and on Friday 9am to 1pm during term time only. There is also a breakfast club from 7.30am to 9am on Monday to Friday. The pre-school employs nine staff, one of whom holds Early Years Professional Status and the remainder have relevant qualifications at Level 2 or Level 3. The pre-school receives funding to provide free early education for children aged two, three and four years old.

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