

Windmill Pre-School

Pre-School Building, Brookmead School Site, High Street, Ivinghoe, Bedfordshire,
LU7 9EX



Inspection date

Previous inspection date

6 January 2016

17 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a good range of exciting resources and activities that help to promote children's learning. Staff support children's learning and development effectively and children make good progress.
- Staff encourage children's early mathematical skills exceptionally well. For example, they weave mathematical language and concepts into a wide range of activities.
- Strong partnership with parents and local schools supports a consistent approach to children's learning and welfare.
- The management team and staff have a strong commitment to making continuous improvements. They use self-evaluation, attend training and use funding effectively to make improvements. For example, staff have attended training which has helped children make better progress in their speech and language.
- Children develop very secure emotional attachments to the staff that care for them. They thrive in the caring atmosphere that staff have created. Children's behaviour is exceptional; they play extremely well together and take great care of each other.

It is not yet outstanding because:

- Sometimes staff miss opportunities to challenge children to fully promote their thinking skills.

What the setting needs to do to improve further

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

- provide children with consistent challenges to help them think and respond with their own ideas to extend their learning.

Inspection activities

- The inspector completed two joint observations with the manager.
- The inspector held discussions with parents, children, staff and the manager and took account of their views.
- The inspector sampled some documentation, including safeguarding, the pre-school's self-evaluation and children's learning records.
- The inspector observed the quality of teaching during activities both indoors and outdoors.

Inspector

Josephine Adeyemi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that staff keep children safe and protect them. They conduct thorough background checks that ensure that adults who work with children are suitable. The management team has high expectations for the children who attend. The manager conducts regular and effective supervision that helps her to monitor staff practice, children's achievements and the learning programmes. Strong partnerships with local schools and other professionals help staff to get timely support for children that require additional help. The management team supports training and networking with local outstanding settings to help staff to share ideas and implement these into practice.

Quality of teaching, learning and assessment is good

Staff use their strong knowledge and understanding of how children learn to provide good learning experiences for them. The key-person system works effectively. Staff identify children's interests and stage of development from the initial information obtained from parents and their ongoing assessments. They use this to plan and provide activities to help children progress. Staff encourage children to explore and choose from a wide variety of exciting resources and tools in the carefully planned environment. Children learn to use different materials to practise early writing skills. They confidently use mathematical language during conversations. For example, they count, discuss colours and shapes and compare sizes of objects, such as fruits, food wrappers and cars.

Personal development, behaviour and welfare are outstanding

Children behave extremely well. They benefit from staff's consistently clear boundaries of expected behaviour and learn the agreed golden rules. Staff use a 'kindness tree' and praise children to celebrate their positive behaviour. Children feel safe, secure and settle quickly with the caring staff. Staff help children to develop a healthy self-image and confidence to express their views. Children are extremely independent. Staff give them responsibilities, such as the helper for timekeeping and helping during snack times. Staff organise visits to local schools so that children are familiar with teachers and the school environment when the time comes. Children are kind and respectful and develop a rich understanding of the world around them. For instance, children learn about growth and decay when they plant and harvest vegetables, and they celebrate cultural festivals with their friends. Staff teach children how to keep themselves and others safe, and they appoint children daily as the health and safety officers to help identify any hazards to keep their friends safe.

Outcomes for children are good

Children make good progress. Staff support them very well, and children are both socially and emotionally ready for their move to school.

Setting details

Unique reference number	EY419435
Local authority	Buckinghamshire
Inspection number	822669
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	69
Name of provider	Windmill Pre-School Committee
Date of previous inspection	17 May 2011
Telephone number	01296 661031

Windmill Pre-School registered in 2010. It is located in Ivinghoe, Buckinghamshire. The pre-school is open Monday to Friday from 9am until 3pm. The provider receives funding for free early education for children aged two, three and four years. The provider employs 12 staff; of these, seven hold early years qualifications at level 3 or above.

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