

Windmill Hill Day Nursery Limited



Windmill Hill House, Windmill Hill, Rough Close, Stoke-on-Trent, Staffordshire, ST3 7PR

Inspection date	15 February 2016
Previous inspection date	5 September 2011

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

Summary of key findings for parents

This provision is good

- The well-qualified manager is effective in taking responsibility for the quality of teaching, learning and assessment. Staff understand the purpose of these and use a particularly wide range of teaching strategies that ensures children make good progress.
- Staff use their training on how to promote children's literacy skills to skilfully and enthusiastically model how to pronounce each letter sound correctly. Children in the pre-school room thoroughly enjoy the daily literacy sessions and are confident at naming and sounding the letters of the alphabet. Some children have moved on to reading short words.
- Staff use every opportunity to build relationships and develop children's understanding of language. Children form secure emotional attachments with staff through an effective key-person system and good settling-in procedures.
- There are good partnerships with parents, other professionals and schools. The management team regularly seeks the views of parents, children, staff and the local authority advisers to help them identify accurate targets for ongoing improvements.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- There are fewer opportunities for children to gain awareness of how they differ from or are similar to other people.

What the setting needs to do to improve further

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

- provide more opportunities for all children who speak English as an additional language to develop and use their home language in their play
- increase ways to help children develop a positive view of racial and cultural diversity that reflects the local community and multicultural Britain.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the manager, who is also a director of the company.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The management team has a good understanding of the Early Years Foundation Stage requirements. The arrangements for safeguarding are effective. There is a comprehensive, up-to-date safeguarding policy and staff are aware of the procedure they must follow if they have concerns that about a child. Safe recruitment practice is thorough and consistent and ensures that those employed are suitable to work with children. There is a programme of induction, ensuring new staff become effective and competent as key persons. Staff receive regular individual support meetings where they can seek expert advice and discuss their future training requirements.

Quality of teaching, learning and assessment is good

The manager checks the activities provided to ensure all relevant areas of learning are included in the planning. There is an effective, structured approach to assessing children's development. This is applied to the whole group, key groups and individual children. Teaching is tailored to ensure all children make good progress. Babies enjoy painting with the different sized roller heads that fit inside each other. They remain focused and explore as they try to put one roller inside the other and make marks with them on the paper. Children investigate the jelly with their fingers. This is one of the ways that they learn to develop the physical skills of dexterity and coordination needed for early writing. During such activities, the key person uses commentary to extend children's understanding as they explore the materials. Staff enthusiastically sing and use actions to help promote children's communication development. Children show real pleasure as they fully engage in the singing session. Children develop a wide range of skills and are well prepared for the next stage in their learning, such as school.

Personal development, behaviour and welfare are good

Staff use effective strategies and positive role modelling to promote children's good behaviour. Children's actions show they are aware of the nursery's rules and behaviour boundaries. For example, the older children do not run around indoors and know that they are expected to take turns and share. Children's self-confidence is fully promoted. Their significant achievements are recognised, recorded by parents and displayed on the nursery walls. Children's health and well-being are fully promoted. Staff use the pushchairs to take babies on walks around the nursery's extensive rural grounds. Older children take manageable risks in their play as they use the climbing and balancing equipment outside and pedal vigorously on the large toy tractors. They enjoy playing in the nursery's grassed paddock where they are encouraged to interact with the natural environment. Meals and snacks provided for the children are nutritious and balanced.

Outcomes for children are good

All children, including those who are funded and those who speak English as an additional language, are working comfortably within the range of development typical for their age. Disabled children and those with special educational needs are monitored and supported so that they make good progress from their starting points.

Setting details

Unique reference number	218515
Local authority	Staffordshire
Inspection number	864198
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	66
Number of children on roll	107
Name of provider	Windmill Hill Day Nursery Limited
Date of previous inspection	5 September 2011
Telephone number	01782 393010

Windmill Hill Day Nursery Limited was registered in 1984. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, and 11 hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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