

Windmills Pre-School

Dorridge Methodist Church, 135 Mill Lane, Dorridge, Solihull, West Midlands, B93 8DX



Inspection date

Previous inspection date

10 March 2016

12 December 2008

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership is strong. The management team and staff are dedicated to driving forward improvements. They consistently review the quality of the provision to help ensure children's ongoing good progress.
- The experienced and well-qualified staff have a good understanding of how children learn and develop. They carefully organise the indoor and outdoor learning environment to meet children's individual needs.
- Children are happy, confident and secure because staff build positive relationships with them. This helps children to settle well at the pre-school and to develop secure bonds with the adults caring for them.
- Staff give high priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with other professionals to provide effective teaching that helps children catch up.
- Partnerships with parents are good. Staff share information about children's progress, suggest ways in which parents can support their learning at home and include them in planning activities.

It is not yet outstanding because:

- Although staff have a good knowledge of what children know and can do, they do not make their assessments precise enough to be able to make sure that their planning for children's future learning is very accurately targeted on helping them make rapid progress.
- Arrangements for professional development are not focused sharply enough on raising the quality of teaching to help children consistently achieve rapid progress in their learning.

What the setting needs to do to improve further

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

- refine the ways in which children's progress is tracked to establish more precisely what they know and can do so that planning can be targeted more accurately to support them to make rapid progress
- build on the current arrangements for professional development and provide more opportunities for staff to raise the quality of their teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of committee members and staff, relevant training certificates and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection and recorded on questionnaires.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation and action plans.
- The inspector spoke to staff and children at appropriate times.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements of safeguarding are effective. Staff understand their role in protecting children from harm and are fully aware of what to do should they have any concerns about their welfare. The manager follows robust safeguarding practices and thorough recruitment procedures to help ensure that staff are suitable to work with children. Staff have a good awareness of how to keep children safe from harm and promote their awareness of their personal safety well. For example, children know they must hold the rope with their group colours on when going outdoors, so they are kept from harms way. The management team evaluates all aspects of the provision. They take the views of parents, children and staff into account when identifying and driving improvements. The manager and staff work effectively in partnership with a variety of professionals, including local schools, to support continuity in children's learning.

Quality of teaching, learning and assessment is good

Children confidently explore their surroundings because staff provide a stimulating environment both indoors and outside, giving them plenty of choice in their play. Staff get to know children well through regular observations and accurate assessments of what they can do. They use this information effectively to plan activities to help children achieve their next steps in learning and support their interests. Children are captivated as they explore blocks of frozen ice using small-world sea animals. Staff promote children's communication and language development well because their interactions with them are strong. They talk to children and skilfully use questioning techniques to challenge and extend their thinking. Children confidently name the different dinosaurs and staff use reference books to help them find out about their habitat and the food they eat. Successful strategies are used to engage parents in their children's learning both at the pre-school and at home.

Personal development, behaviour and welfare are good

Children demonstrate a positive approach to learning. Behaviour throughout the pre-school is good. Staff are excellent role models and interact well with children, which results in there being an extremely calm, relaxed and friendly atmosphere. This helps children form warm and caring relationships with their key person who gets to know them well. Staff offer children a broad range of healthy options at snack times, encouraging them to make positive food choices. Children are encouraged to become independent and take care of their own needs.

Outcomes for children are good

All children, including those in receipt of funding, disabled children and those with special educational needs, make good progress in their development. They are progressing well within the expected range of development for their age. Children are gaining the skills and aptitudes necessary to support their future learning and prepare them emotionally for starting school. Children are motivated and use the good range of resources with enthusiasm. For example, they persist to achieve their aims while using cutters, scissors and other tools to manipulate modelling dough to create dinosaurs and other objects.

Setting details

Unique reference number	250138
Local authority	Solihull
Inspection number	854746
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Dorridge Methodist Church
Date of previous inspection	12 December 2008
Telephone number	07792529406

Windmills Pre-School was registered in 1970. The pre-school opens four days a week on Mondays, Tuesdays, Thursdays and Fridays during school term times. Sessions are from 9.15am until 1.15pm. The pre-school supports disabled children and those with special educational needs. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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