

# Windmill Children's Centre Daycare

Windmill Road, Leeds, LS10 3HG



## Inspection date

7 February 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection:     | Good           | 2 |
|--|----------------------|----------------|---|
|  | Previous inspection: | Not applicable |   |
| 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

- Staff are passionate about giving children a good start in life. They work closely with parents to understand each child's individual needs. Staff are always available to discuss children's learning and support parents to complement this at home. All children are making good progress in their development.
- Children are very settled and happy in the setting. They freely explore the environment and engage in challenging and exciting activities. The high staff-to-child ratio enables staff to be close to support play and give children confidence as they learn.
- Children are developing very good communication and language skills. Staff give high priority to developing children's speaking and listening skills. Activities are planned to support children to increase their vocabulary and give them confidence to speak in small groups.
- All staff feel very supported and motivated by the management team. They strive to develop themselves professionally and have a positive attitude to attending training courses.

### It is not yet outstanding because:

- Some staff are not fully aware of the setting's priorities for improvement.
- Staff do not fully consider children's differing levels of concentration when planning some group activities.

## What the setting needs to do to improve further

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

- involve staff more in the evaluation and continuous improvement of the setting
- take more account of children's differing levels of ability and concentration when planning group activities.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the children's centre teacher.
- The inspector held a meeting with the setting manager, deputy manager and children's centre teacher. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are confident in the recording and referral process if they have any concerns regarding children's welfare. Staff are all trained in safeguarding and the management team keeps up to date with new legislation and cascades this to staff during meetings. Staff are recruited safely and their suitability is regularly assessed. All staff have supervision meetings with the management team. They discuss children's progress and their training needs are identified. Training courses are sourced and staff enthuse about their new-found learning. Recent training on outdoor play has supported staff to develop a deeper understanding of using the natural environment to stimulate children's imaginations. The children's centre teacher closely monitors the quality of teaching. She observes staff and gives them clear feedback on what they are doing well and any areas for improvement. In addition, she works with staff to monitor children's progress and ensures that government funding is spent effectively.

### Quality of teaching, learning and assessment is good

Staff are experienced and skilled at teaching children. They understand each child's needs and how they like to learn. Information is gathered from parents when children start and parents are encouraged to share children's achievements at home. Staff complement their learning in the setting, sharing next steps in learning with parents regularly. Children are developing good mathematical skills. They are beginning to count in sequence and explore size and shape as they explore toys in the water. Babies make sense of the world around them during activities which are planned to stimulate their senses. Older children pretend to make cups of tea for staff while others enjoy riding their bicycles around their pretend race track in the garden. Children are developing vivid imaginations. Staff plan stimulating activities that motivate children to learn.

### Personal development, behaviour and welfare are good

Children's behaviour is superb. They understand the behaviour expected of them and staff give regular praise to them. Children demonstrate kindness towards each other and have built positive relationships with peers and adults. Staff closely follow children's routines and ensure their emotional needs are always promoted. They ensure children access the outdoors several times each day for fresh air and exercise. Children are learning how to take care of their health. They are encouraged to brush their teeth at mealtimes and follow good hygiene practices. Furthermore, they are learning about healthy eating as staff discuss nutritious meals and encourage them to eat a wide range of fruit and vegetables.

### Outcomes for children are good

Children are prepared well for their next stage of learning and eventually school. They listen well and follow instructions. Children actively participate in activities and are developing good thinking skills. They lead their own play, make choices and are independent in their learning. Children enjoy challenges and are keen to explore the environment, showing high levels of confidence.

## Setting details

|  |  |
|--|--|
| <b>Unique reference number</b>                   | EY487125                               |
| <b>Local authority</b>                           | Leeds                                  |
| <b>Inspection number</b>                         | 1014736                                |
| <b>Type of provision</b>                         | Full-time provision                    |
| <b>Day care type</b>                             | Childcare - Non-Domestic               |
| <b>Registers</b>                                 | Early Years Register                   |
| <b>Age range of children</b>                     | 0 - 4                                  |
| <b>Total number of places</b>                    | 106                                    |
| <b>Number of children on roll</b>                | 134                                    |
| <b>Name of registered person</b>                 | Windmill Primary School Governing Body |
| <b>Registered person unique reference number</b> | RP534421                               |
| <b>Date of previous inspection</b>               | Not applicable                         |
| <b>Telephone number</b>                          | 01132712330                            |

Windmill Children's Centre Daycare was registered in 2015. The setting employs 31 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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