

# Windmill Day Nursery

Yarburgh, Highfield Road, East Grinstead, West Sussex, RH19 2DX



## Inspection date

21 November 2016

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good. Some staff fail to make the most of opportunities to support and extend children in their learning. This impacts on the progress children make and how well they engage in activities.
- Information about children's progress is not used well enough. Next steps in children's individual learning are not specific enough and planned for so they make the best possible progress.
- The presentation of the learning environment limits children's opportunities to explore. It does not support their developing early reading and writing skills; understanding of mathematical concepts, and their ability to solve problems effectively.
- Arrangements to monitor the progress that different groups of children make, particularly those children who receive additional funding, are not yet in place.

### It has the following strengths

- Positive working relationships mean that parents play an active role in their child's early learning. Parents share information about children's interests and meet regularly with the key person to talk about their child and the progress they make. Parents speak very highly of all staff and leaders.
- Children, and babies in particular, form very strong attachments to staff. This helps them to develop good self-esteem and confidence in their surroundings.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching through robust monitoring so that staff make better use of opportunities to promote children's learning and teaching is all of a consistently good standard</li> </ul>	21/02/2017
<ul style="list-style-type: none"> <li>■ improve the use of information gained from assessment so that staff have an accurate understanding of what children need to learn next. Use this to plan activities so that children are sufficiently challenged and engaged and make good progress in their learning</li> </ul>	21/02/2017
<ul style="list-style-type: none"> <li>■ strengthen the focus on promoting children's early reading and writing skills and understanding of mathematical concepts</li> </ul>	21/02/2017
<ul style="list-style-type: none"> <li>■ introduce systems to monitor the progress made by different groups of children in order to identify and close any differences in achievement.</li> </ul>	21/02/2017

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's progress both indoors and outdoors.
- The inspector spoke with staff and children, where appropriate, at suitable times throughout the inspection.
- The inspector conducted a joint observation with the manager of children aged two to four years during a group activity.
- The inspector spoke with some parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including evidence of staff and committee suitability checks, supervision and observation of teaching records and records of progress that children have made.

### Inspector

Gill Wallace

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Although leaders monitor the quality of teaching, arrangements are not robust enough to identify weaknesses in some areas and address variations in practice. Leaders embrace training opportunities for staff. Recent training in how to promote communication skills has seen improvements in the way staff talk to children. Staff repeat the words children say and then build on this by adding another word to the sentence. In group activities, some staff now allow sufficient time for children to process their thoughts and think about things before questioning them further. Arrangements for safeguarding are effective. Leaders work extremely closely with outside agencies and parents to ensure families receive the support they need. All staff have a very clear understanding of their role and how to implement procedures to ensure children are kept safe.

### Quality of teaching, learning and assessment requires improvement

Although children are happy in their play the deployment of staff, and the presentation of the environment, mean that staff fail to provide sufficient challenge to children. Children enjoy looking at books and listening to stories. However, staff do not focus sufficiently enough on promoting children's early development of literacy and maths, which are key skills needed for future learning. Some group activities are used effectively to encourage older children to recall things they have seen and identify what object is missing. Some staff effectively question children to ensure those younger children, or those who need more help, are supported and achieve the desired result.

### Personal development, behaviour and welfare require improvement

At times, children lose interest in what they are doing and do not complete activities because staff fail to provide sufficient support and challenge. Overall, this does not impact negatively on children's behaviour. All staff act as positive role models. They consistently manage challenging behaviour well, working in partnership with parents and others. Babies and young children's care routines are consistently implemented. Good transition arrangements help children to feel secure in their surroundings and move with ease between the baby room and other rooms in the nursery. Younger children benefit from playing alongside their older peers. They display high levels of independence, for example as they serve their own meals and wash up their plates and cutlery when they have finished.

### Outcomes for children require improvement

Although children make steady progress, the variance in teaching means they do not achieve as well as they could. Systems to monitor how additional funding supports individual children's progress have not yet been set up to be sure that these children make as much progress as their peers. Toddlers relish opportunities to jump in deep muddy puddles in the garden. Babies engage in some sensory play through planned activities, although staff have identified that opportunities for younger children to explore more natural materials are less well planned for. Older children learn to share and take turns as they play games together and talk about the objects on their cards.

## Setting details

<b>Unique reference number</b>	113832
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1077863
<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 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Windmill Day Nursery Committee
<b>Registered person unique reference number</b>	RP902050
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	01342 328544

Windmill Day Nursery is managed by a parent committee and registered in 1992. The setting is open each weekday from 8am to 6pm all year round. There are currently 14 staff employed; of these, 11 hold appropriate early years qualifications. The manager and one other staff has Early Years Professional Status. The setting receives funding for free early years education to children aged two, three and four.

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