

# Windmill Lane Pre-school

Community of Christ Church Hall, Windmill Lane, Denton, Manchester, Lancashire,  
M34 2FR



## Inspection date

Previous inspection date

3 July 2017

17 June 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that staff receive training and support around safeguarding matters so that they have an up-to-date knowledge that includes the 'Prevent' duty.
- Staff do not complete the required progress check for some children aged between two and three years. This means that information about children's development is not used in a timely way to enable them to make the best possible progress in their learning.
- The provider does not ensure that staff have the skills and understanding about their responsibilities to support children's emotional development effectively.
- The provider does not use self-evaluation well enough to identify all areas of weakness and develop plans for improvement

### It has the following strengths

- Children's good health is promoted well. Well-qualified staff provide activities to support children's understanding of eating nutritious foods.
- Children independently access a range of resources. Staff plan interesting opportunities for children, to help extend their learning, such as trips out to local supermarkets and farms.

## What the setting needs to do to improve further

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

	Due Date
■ ensure that staff receive training and support around safeguarding so that they have an up-to-date knowledge that includes the 'Prevent' duty	17/07/2017
■ complete the required progress check for every children aged between two and three years	17/07/2017
■ ensure that staff have the knowledge and skills to support children's emotional development effectively.	17/07/2017

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

- improve self-evaluation to identify areas of weakness and develop plans to drive forward improvement.

## 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 provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Nicola Hall

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to ensure that staff have knowledge and understanding of the 'Prevent' duty. This means that staff are not aware of the signs that may indicate a child is being put at risk from extreme views. This significantly impacts on children's safety and welfare. Furthermore, the provider does not use self-evaluation effectively to recognise and address weaknesses in practice. Nevertheless, she does ensure that she checks the ongoing suitability of staff and has a range of risk assessments in place which are used to help minimise potential hazards. Staff work with other professionals to support children who have special educational needs and/or disabilities.

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

Staff do not assess children's progress in a timely manner. This means that any areas of development where children need more support are not identified quickly enough. Nevertheless, staff observe children's interests regularly and plan suitable activities. Children enjoy singing and copying actions to familiar songs. This helps them to develop their communication and language skills. Staff ask questions during play and give children time to answer. This helps to promote their thinking skills and confidence in learning. Children enjoy watching caterpillars grow and anticipate the transformations into butterflies. Parents are complimentary about the setting and are happy with the care and support staff provide. For example, parents use learning bags on loan to help extend children's development at home.

### Personal development, behaviour and welfare are inadequate

Staff do not support individual children's emotional needs. For example, they do not respond appropriately to comments of concern that individual children make, which may impact on their emotional well-being. Children do however behave well and staff offer praise to help encourage children to take turns and share. Children enjoy playing outside in the garden area. They practise developing their physical skills for sports events, such as balancing eggs on spoons and running races. Older children prepare healthy snacks for younger children, enjoying the responsibility. This helps to promote their self-esteem.

### Outcomes for children require improvement

Weaknesses in practice impact on the progress children make and they are not always prepared fully for their future learning. Despite this, children are working within the range of development for their age. Overall, children are happy and enjoy their time at the setting. They form attachments with their peers and the staff team. Children develop some skills that help them become ready for school, such as taking themselves to the toilet and washing their hands.

## Setting details

<b>Unique reference number</b>	312381
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1090762
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Patricia Loughlin
<b>Registered person unique reference number</b>	RP512312
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	07957466588

Windmill Lane Pre-school registered in 1985. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday and 12.30pm to 3.15pm. The pre-school provides funded early education for two, three-and four-year-old children. It supports children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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