

# Windmills Pre-School

Bembridge Primary School, Walls Road, Bembridge, Isle of Wight, PO35 5RH



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 28 November 2017 |
| Previous inspection date | 27 March 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 quality of teaching is consistently good. Staff make effective use of the observations they make of what children can do. They use this information to plan for children's individual learning to help them make good progress.
- The manager provides staff with supervision and training opportunities to support their professional development. Staff frequently observe and evaluate each others practice to develop their teaching skills.
- Staff are proactive in identifying and addressing concerns that arise at home or elsewhere. They develop strong partnerships with other agencies and put in place strategies to support the children at the nursery and at home.
- Children form close relationships with the staff. This makes them feel safe and secure. They arrive into the nursery excited and ready to engage in play with their friends. Staff act as positive role models for children: they are kind and nurturing. They understand children's individual needs and value their differences.
- Parents speak highly of the nursery. They value the support staff offer their children and the advice they give them about how to support their child at home. There are regular opportunities for parents to discuss their child's learning with staff. Newsletters keep parents informed about forthcoming events within the nursery and how they can be involved.

### It is not yet outstanding because:

- Systems to monitor children's progress to identify how well different groups of children are achieving, and close any achievement gaps, have not yet been implemented.

## What the setting needs to do to improve further

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

- develop systems for monitoring children's progress to identify how well different groups of children are achieving and close any achievement gaps.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff about how they plan for children's learning and how they keep children safe.
- The inspector conducted a joint observation with the manager to assess how well they monitor the quality of teaching.
- The inspector held a meeting with the manager and a member of the committee.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working with children, accident and incident records.
- The inspector took into account the views of parents who were present during the inspection.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Leaders and managers have a good understanding of how to keep children safe. They understand how events outside the nursery can impact children's welfare. The manager is dedicated to providing support to children and their wider families and makes good use of local authority resources to support this. Managers have made particularly good use of additional funding to improve outcomes for disadvantaged children. As a result, children in receipt of this funding are making good progress in their communication and language development. Staff have recently accessed training to support children's language development. The impact of this can be seen in the range of children's vocabulary. For example, children talk about the importance of eating properly and use words such as 'oesophagus' to describe how the food travels to their tummy.

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

Staff plan interesting activities that capture children's imagination and curiosity. They promote early mathematical skills well through daily activities, such as counting the bowls and cups at snack time and recognising shapes and numbers in the local environment. Children enjoy a range of opportunities to engage with the local community. They learn about people who are different from themselves for example, by visiting elderly people to sing songs and read poems. Staff are skilful in asking questions that support children's thinking and develop their inquisitive nature. For example, staff ask children to predict why the puddle in the garden has changed colour. Leaders have not yet developed systems to assess the progress made by different groups of children and address any gaps in achievement.

### Personal development, behaviour and welfare are good

Children behave exceptionally well. They are caring and considerate towards each other and understand how to take turns. For example, they happily share resources when playing with funnels and scoops in the water. Children are confident. They approach staff with ease to ask for support and seek them out to provide comfort when they are tired or upset. They are learning about the importance of keeping healthy. Children remind others to wash their hands before eating to prevent germs from getting into their tummy. Staff offer children regular praise for their efforts, this helps children to develop positive self-esteem.

### Outcomes for children are good

Children enjoy everyday tasks and relish the opportunities to clean their cars outside, for example. They are absorbed in play as they pump the water from a bucket into the car wash. They enjoy using pretend medical equipment as they bandage a member of staff's leg and check the heartbeat of their baby doll. Children use their senses as they mix dried pasta, oats, cornflour, food colouring and flavouring to make an imaginary Christmas pudding. They delight in exploring these new textures and discuss what they can see, feel and smell. Children are well prepared for their next stage in learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY447958  |
| <b>Local authority</b>                           | Isle of Wight   |
| <b>Inspection number</b>                         | 1113656   |
| <b>Type of provision</b>                         | Full-time 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>                    | 28  |
| <b>Number of children on roll</b>                | 17  |
| <b>Name of registered person</b>                 | Windmills Preschool Limited   |
| <b>Registered person unique reference number</b> | RP523309  |
| <b>Date of previous inspection</b>               | 27 March 2013   |
| <b>Telephone number</b>                          | 01983873575   |

Windmills Pre-School is managed by a limited company with charitable status. The pre-school re-registered to its new site in 2012. It operates from a purpose built mobile unit within the grounds of Bembridge Church of England Primary School, in Bembridge, on the Isle of Wight. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school receives funding for children aged two, three and four years. There are currently 17 children on roll. There are six members of staff who work with the children, five of whom hold a relevant early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

