

Windmill Hill Nursery

Windmill Hill South, Runcorn, Cheshire, WA7 6QE



Inspection date

16 May 2018

Previous inspection date

27 March 2014

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:

- Some staff lack a robust knowledge of the nursery's safeguarding procedures. Although they understand the role of the nursery's designated safeguarding officer, they do not have a sound knowledge of referral procedures beyond the nursery.
- Staff do not consistently plan support for children across all areas of learning. Planning for some areas of learning lack detail and do not guide teaching and learning well. Planned activities for younger children do not fully maintain their interest and engagement.
- Staff do not use the information gained from the assessment and monitoring of children's learning effectively. They do not use it to plan precisely what children need to learn next. This does not support all children to make good progress.

It has the following strengths

- Staff promote outdoor play well. Children enjoy being active outdoors and benefit from fresh air and exercise. For example, they carefully push prams along pathways and skilfully negotiate bends and steps to keep their baby dolls safe.
- Children are happy and settled in the nursery. They enjoy warm relationships with staff and behave well.
- Managers seek and act on the views of the local authority and parents and have clear complaints procedures. They are currently implementing a range of plans for further improvements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve staff knowledge of the nursery's safeguarding policies and ensure they know what to do to refer any concerns about a child's welfare 	16/08/2018
<ul style="list-style-type: none"> ■ improve the educational programme to ensure it covers all areas of learning and monitor the effectiveness of planning to improve outcomes for children, particularly for younger children 	16/10/2018
<ul style="list-style-type: none"> ■ develop the use of information gained from assessment and monitoring of children's progress to promote effective next steps in children's learning. 	16/10/2018

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 completed two joint observations with the manager and deputy manager.
- The inspector talked to staff and children at appropriate times throughout the inspection and met with the managers.
- The inspector looked at a range of documentation, including policies and evidence of the suitability of staff working in the nursery.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers have relevant safeguarding policies and procedures in place, although some staff do not have a strong understanding of them. In particular, they do not have a robust knowledge of local safeguarding procedures and contact details. However, staff know to refer any concerns to relevant staff within the nursery. This lessens the impact on children's safety. Managers have identified the need for further training and have already booked relevant courses. Managers have a positive attitude towards making improvements to the provision. For example, they have recently made improvements to the way in which staff observe and assess children's learning. However, staff do not effectively use the information they gather from assessment to help plan for children's next steps in learning. Staff work well with parents and specialist agencies to support children who have special educational needs. Staff meet with teachers from the adjacent school before children start, which helps to plan good transition arrangements.

Quality of teaching, learning and assessment requires improvement

Weaknesses in planning mean that not all areas of learning are effectively catered for, and some activities for younger children are not sufficiently challenging. Staff do not adapt their teaching in some small-group activities to sustain younger children's involvement and learning. Staff engage older children in conversations and encourage them to think. For example, they ask children to explain what difference a magnifying glass makes as they look for cobwebs. Staff model using quiet and imaginative voices as children hunt for spiders. Children listen well to staff and develop their own imaginative games. Children enjoy action songs and staff encourage them to choose their favourite songs and model the actions for them.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and teaching do not sufficiently support all children's development. Children enjoy playing actively outside and have fun testing their skills. For instance, they operate toy diggers and use small tools to scoop and move bark. Staff supervise children sensitively to help develop their confidence. For example, they ask children if they need help in moving a toy wheelbarrow over a step. They explain how the bark may fall out if they are not careful. Children have time to consider and demonstrate good understanding as they safely manoeuvre the wheelbarrow and bark. Staff plan activities for children to learn about different emotions. For example, they shape dough to make faces and talk to children about being happy or sad. Some children happily roll dough to make 'smiles', while others shape the dough using their own imaginations.

Outcomes for children require improvement

Not all children make the progress of which they are capable. Some activities lack challenge to extend children's learning further. However, children do gain some skills needed for the next stage in their learning. They learn to listen, share and enjoy singing rhymes. They develop physical skills as they use brushes, sprinkle seeds and roll dough.

Setting details

Unique reference number	EY346757
Local authority	Halton
Inspection number	1102066
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	55
Number of children on roll	44
Name of registered person	Windmill Hill Nursery Committee
Registered person unique reference number	RP910071
Date of previous inspection	27 March 2014
Telephone number	01928 759384

Windmill Hill Nursery registered in 2007. The nursery employs eight members of childcare staff. They all hold appropriate early years qualifications ranging from levels 2 to 5. The nursery opens for a variety of sessions from 8.30am until 6pm, Monday to Friday during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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