

Windmill Day Nursery

6 Church Road, Thornton-Cleveleys, Lancashire, FY5 2TZ



Inspection date	22 May 2018
Previous inspection date	24 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Children benefit from rich learning opportunities, which enable them to flourish in all areas of their development. Most notable is the strong focus on mathematics, which is promoted throughout the nursery.
- Managers strive for consistently high standards and they have maintained the excellent quality of practice. Managers rigorously monitor all aspects of the nursery and have a clear desire to achieve excellence for all children.
- Staff have established excellent partnerships with parents and other professionals. Staff provide extremely child-focused educational programmes that meet children's needs. As a result, children, including those with who have special educational needs and/or disabilities, make exceptional progress from their starting points.
- Managers are acutely aware that pre-school children's independence skills could be further enhanced. They aim to review the lunchtime period for the pre-school children.
- Staff provide highly challenging activities for the most able children, which maximises their achievement.
- Managers engage effectively with teachers and parents, which ensures a seamless transition for children when they move on to school
- Parents have commended staff for seeking their ideas and views. As a result of a parent's suggestion for swimming lessons, these have now been introduced.
- No child is excluded. Funding has been used to ensure that all children access additional activities such as football sessions and trips to the zoo.

What the setting needs to do to improve further

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

- build on the already excellent opportunities for children to gain independence, for example, by reviewing the mealtime routines for the pre-school children.

Inspection activities

- The inspector spoke to the managers and staff about children's progress and development.
- The inspector carried out joint observations with the manager.
- The inspector looked at children's records, planning documentation, safeguarding policies and the nursery's self-evaluation form.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector checked evidence of the suitability of staff to work with children.
- The inspector took into account views of parents spoken to on the day of the inspection.

Inspector

Alison Frances Tranby

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers' rigorous evaluation of staff performance is exemplary. They support staff extremely well and meticulously screen the quality of teaching to ensure consistently high standards. Managers moderate children's learning and development records to ensure that staff are accurate in their assessments. Staff embrace learning opportunities and many are working towards a higher qualification. This is having a superb impact on children's learning. Safeguarding is effective. Robust risk assessments are in place to ensure children's safety. All staff are acutely aware of procedures to follow in the event of a child protection concern and staff suitability is meticulously checked. Managers use innovative ways to seek parents' views. The recently introduced 'marble jar' voting system enables parents to give a 'yes' or 'no' answer. Managers recently evaluated parents' responses to a question about sharing information on children's progress. As a result of the responses, prompt action was taken to improve the nursery's online communication methods.

Quality of teaching, learning and assessment is outstanding

Staff have lead roles, such as champions for mathematics, literacy, speech and language, which truly enhances the quality of teaching and learning. The wealth of mathematical resources and quality of teaching is inspirational and worthy of dissemination. Children with varied abilities, demonstrate their competence as they correctly add, subtract, multiply and divide numbers. The environment is rich and alive with learning experiences that engage and motivate children's learning. Staff provide soapy water, sponges and paint brushes. This stimulates children's imagination as they initiate ideas for a car wash, which generates lots of excitement. The secret garden captivates children's curiosity. They enthusiastically enter the area looking for the ducks and bugs. Staff plan stimulating activities that provide lots of challenge, which enables children to make rapid progress.

Personal development, behaviour and welfare are outstanding

Staff place a strong emphasis on supporting children's emotional well-being. They complete home visits before children start at the nursery, which provides lots of reassurance for children. They also complete a 'well-being record', which identifies how children are adapting at each stage of their transitions. This process works incredibly well. Children's behaviour is exemplary. They show respect for each other and play harmoniously. Babies have strong bonds with staff who are intuitive to their needs. Staff provide a reassuring smiles and give lots of praise. Consequently, babies are truly valued.

Outcomes for children are outstanding

Most children, including those who receive additional funding, make exceptional progress. As a result, gaps in learning are reduced significantly. Staff work exceptionally well with outside agencies and quickly address delays, for example, with children's speech. Managers are currently focusing on the progress of summer-born children and evaluating what additional support is needed to help these children acquire skills in all areas of their learning. Children have many opportunities to gain independence in preparation for school. Managers recognise that the lunchtime routine requires further development, to reduce the time children wait to serve their own lunch.

Setting details

Unique reference number	502179
Local authority	Lancashire
Inspection number	1136280
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	68
Number of children on roll	68
Name of registered person	Windmill Day Nursery Ltd
Registered person unique reference number	RP905954
Date of previous inspection	24 June 2015
Telephone number	01253 868 160

Windmill Day Nursery was registered in 2001. The nursery employs 14 members of childcare staff. The manager and one member of staff have achieved early years professional status. There are two members of staff who hold an early years qualification at level 6, one member of staff at level 5, one member of staff at level 4 and six at level 3. One member of staff holds an early years qualification at level 2. The nursery opens Monday to Friday all year round, from 7.45am to 6pm except for bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education for two- three- and four-year-old children.

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