

The Windmill Nursery Dartford



Brent Cp School, London Road, Dartford DA2 6BA

Inspection date	12 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's emotional well-being is promoted extremely effectively. Staff instil confidence in children and a strong motivation to learn. They use enthusiasm, encouragement and positive role modelling, and treat each child with dignity and respect. Children show that they feel safe and secure through their close bonds with staff. These experiences support children's readiness for school highly.
- Children with special educational needs and/or disabilities, and those who speak English as an additional language, are supported very well through the use of expressions, gestures, pictorial aids and signing. This helps to support their understanding, listening skills and speech, as well as their confidence to express their needs.
- Children are developing confident critical-thinking skills. Staff help them to solve problems and think for themselves to make sense of the world.
- Children are supported to learn mathematical concepts through the daily routine. They learn to recognise numerals, amounts and groups of objects, and associate daily events with numbers. This helps them to sort, compare and carry out simple addition.
- Staff are very eager to improve their practice. They work effectively with other professionals to provide a consistent and continual approach to children's learning and ongoing welfare.
- Staff do not consistently use information gained through observations about how individual children learn best, to rigorously challenge and stretch their learning further.
- Staff do not consistently give children time to process questions fully, to understand and respond to what they are being asked.

What the setting needs to do to improve further

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

- use observations of how children learn best more effectively and sharply focus on challenging and extending their learning further
- support staff to give children the time to understand and respond to questions in their own time and words.

Inspection activities

- The inspector observed staff's interactions with the children, indoors and outdoors.
- The inspector spoke with the staff and children when appropriate.
- The inspector looked at documentation and records, such as policies and procedures, children's developmental records and evidence of the suitability of staff.
- The inspector spoke with parents and took into consideration their views and opinions.
- The inspector took into consideration the setting's self evaluation.

Inspector

Claire Parnell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a very clear understanding of the procedures, and their responsibility to promote children's ongoing welfare. They provide a safe and secure play environment for children, inside and outside. Children are confident to explore and experiment independently in their play. The qualified-staff team recognises each other's strengths and supports each other to provide a flexible approach to children's learning and care. The management team provides an effective training programme to support all staff's continual professional development. Parents make positive comments about the consistent staff who care for their children, and the support they receive from the management team.

Quality of teaching, learning and assessment is good

Staff provide a good range of resources to promote all areas and stages of learning, with a good balance of adult-led and child-initiated play. They use group play to help extend children's focus, interest and enthusiasm to complete the activity to their satisfaction. Children confidently explore their environment, accessing other resources to extend their play. For example, children seek out additional building blocks to make their construction bigger. Staff use enthusiastic voices and interesting tones to extend children's interest and imagination at story times. They use an appropriate assessment programme to monitor children's progress. Parents are actively encouraged to continue their children's learning at home. In the main, staff support children's ongoing development as they identify their starting points, continuously observe them and plan activities to support their next steps in learning.

Personal development, behaviour and welfare are outstanding

Children's physical well-being is promoted extremely well. They clearly understand how to keep themselves safe. For example, they confidently say, 'Excuse me' when walking past other children, who immediately tuck their fingers in so they do not get stepped on. Children make healthy choices at snack time, with high levels of support from staff to help them learn how to cut their fruit and pour their drinks. Children learn to cooperate in play, for example, as staff provide excellent explanations and role models. They show compassion towards others by inviting them into their play. Children thoroughly enjoy outdoor play, using space and additional resources to extend their skills. For example, they watch where others are climbing on the frame and wait their turn, allowing others to use the slide in their own individual way.

Outcomes for children are good

Children express themselves effectively through songs, movement, dance and creative activities. They develop their skills through imaginative and role play, with a clear understanding of routine experiences. For example, children cook grass spaghetti in the mud kitchen. They provide utensils to eat their play food and asks question of those playing with them about what it tastes like. Children show high levels of concentration and focus, demonstrating their interest in group activities. They confidently express their interests. For example, children talk openly about what they would like for Christmas and what Christmas means to them.

Setting details

Unique reference number	EY497305
Local authority	Kent
Inspection number	10086644
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	55
Name of registered person	The Windmill Nursery
Registered person unique reference number	RP535112
Date of previous inspection	Not applicable
Telephone number	01322229393

The Windmill Nursery Dartford registered in 2016 and is located in the grounds of Brent Primary School in Dartford. It operates during term time only, Monday to Friday, from 9am until midday and from 1pm until 4pm. The nursery employs eight full-time staff, six of whom hold early years qualifications at level 3 and above. It provides funded early education for two-, three- and four-year-old children.

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