

Windmill Pre-School

Pre-School Building, Brookmead School Site, High Street, Ivinghoe,
Bedfordshire LU7 9EX



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| Inspection date | 3 July 2019 |
| Previous inspection date | 6 January 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 management team and staff have successfully addressed the recommendation set at the previous inspection. For example, activities are now more challenging and extend children's learning effectively.
- Staff support children with special educational needs and/or disabilities well. They engage with a range of professionals and use effective strategies, which help improve outcomes for children. For example, staff use signing to support and improve speech and language development.
- Links with staff at the adjoining school are particularly strong. These help to promote a smooth transition for children when they are ready to move on to the next stage of their learning.
- Partnerships with parents are highly valued and firmly established. There are a wealth of opportunities for parents to be involved in their children's learning, within the pre-school and at home. Parents contribute to their children's initial assessments and receive an abundance of information, for example through discussions, the online learning journals and newsletters.
- Staff support children's development well through a combination of planned activities and by providing a stimulating environment. Children are motivated to explore a wide range of good-quality resources. They confidently and independently choose from interesting play opportunities, inside and outdoors.
- During some activities and group times, staff are not always clear about children's next steps, in order to target their support and interaction even more effectively.
- Staff do not take advantage of opportunities to encourage children to make predictions and find out if they are correct.

What the setting needs to do to improve further

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

- improve the sharing of children's next steps for learning so that all staff involved can help them make even better progress
- extend opportunities for children to make predictions and test their ideas to help develop their understanding of the world even further.

Inspection activities

- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector spoke to the chairperson of the committee, the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children and staff during activities inside and outdoors and assessed the quality of teaching.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the chairperson of the committee and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff are knowledgeable about child protection issues. They understand their duty to protect children's safety and welfare. They know how to report concerns as they arise. Staff make good use of careful risk assessments to eliminate potential hazards to children and ensure the premises are secure. There is an effective programme of staff supervision designed to manage staff performance and embed a culture of mutual support. The manager holds supervisory meetings with staff and supports them well to reflect on their practice and identify where they might develop their knowledge further. Staff attend regular training to keep themselves up to date and improve their practice. For example, the recent focus on speech and language has had a positive impact on children's communication skills. The management team and staff reflect well on experiences for children and gather the views of parents and professionals linked to the setting effectively. They use this information well to drive improvements and enrich outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide a calm and stimulating learning environment, with a good range of interesting resources. The staff engage in children's play and listen to what they want to do. Children enjoy exploring and investigating with a range of materials that promote their senses, including play dough and paint. They become engrossed as they act out familiar scenarios. For example, they wash babies in a soapy tray and dry them enthusiastically. Children show good levels of perseverance and confidence as they cut and stick tissue paper onto card. They enjoy a range of activities outdoors, including using toys to promote their physical development and opportunities to explore with mud and sand. Staff provide opportunities to help children become independent, such as washing their hands and changing their shoes.

Personal development, behaviour and welfare are good

Children settle quickly and play happily. Staff promote positive behaviour effectively. They intervene when children need support, such as sharing resources. Staff seek children's views consistently. For example, after activities, staff take the time to find out if they enjoyed the experience. Children have excellent relationships with staff and are keen to share and show what they have done. For example, children are eager to display the 'snails' they have created using play dough. Staff are responsive towards children, and encourage and praise their achievements. This helps to raise children's confidence and self-esteem. Staff support children to develop a good understanding of the importance of a healthy lifestyle. They provide nutritious snacks, encourage children to follow good hygiene routines and participate in daily exercise.

Outcomes for children are good

All groups of children make good progress from their starting points. They are confident and well prepared with the skills they need to be ready for starting school. Children have good physical skills and learn to control their movements, as they balance on planks and jump off confidently. Older children write their names on their pictures and younger children hold pens securely to make marks.

Setting details

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| Unique reference number | EY419435 |
| Local authority | Buckinghamshire |
| Inspection number | 10074659 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 57 |
| Name of registered person | Windmill Pre-School Committee |
| Registered person unique reference number | RP517688 |
| Date of previous inspection | 6 January 2016 |
| Telephone number | 01296 661031 |

Windmill Pre-School registered in 2010. The pre-school is open Monday to Friday from 9am to 3pm. It provides funded early education for two-, three- and four-year-old children. The provider employs 10 staff. Of these, seven hold early years qualifications at level 3 or above.

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