

# Windmill Hill City Farm

Philip Street, Bedminster, Bristol, Avon BS3 4EA



<b>Inspection date</b>	22 July 2019
Previous inspection date	18 April 2016

<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 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 manager knows the nursery well. She uses information gathered from parents, children and staff to clearly identify strengths and where further improvements could be made, to build on existing good practice. She supports staff well to make these ongoing improvements.
- Children are happy in the welcoming, inviting environment where they feel at home and make strong relationships with key persons. Children are well behaved and interact confidently with adults and other children.
- Staff work well with parents to provide good levels of continuity for children's care and education. They find out about children's likes and routines so that they can tailor their approach to the individual needs of each child.
- Children have good opportunities in the outdoor area to learn how to manage risks for themselves. Staff challenge children to safely take risks. This has a positive impact on children's thinking and physical skills.
- The manager and staff do not make the very best use of their assessment of children's learning, to help identify very precisely the progress groups of children make, such as boys and girls, to help close any gaps in their learning rapidly.
- On occasions, staff miss opportunities to use verbal communication effectively, to support early speech and language skills in babies.

## What the setting needs to do to improve further

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

- use children's assessment information meticulously to very precisely identify and close any gaps in their learning rapidly
- extend opportunities for babies to hear verbal communication, to develop their early speech and language skills.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors in all areas. She talked to staff and children at appropriate times.
- The inspector considered the views of parents spoken to on the day of the inspection and through responses to questionnaires.
- The inspector had a leadership and management meeting with the manager.
- The inspector looked at samples of paperwork, including policies for safeguarding, complaints, accident and medication, staff qualifications and children's records.
- The inspector carried out a joint observation with the manager to assess the standard of teaching.

#### Inspector

Tracey Cook

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand fully how to keep children safe and what to do if they have safeguarding concerns. Staff complete detailed risk assessments, helping children to play in a safe and secure learning environment. The manager has regular meetings with staff to support their professional development and improve their teaching skills. For example, following on from outdoor training, staff have created a new outdoor area, where children are challenged to manage their own risks using natural materials such as logs and pallets. The manager works very closely with the local school and other settings children attend. For example, staff share important information with the school. This helps to provide good continuity of learning for children. The manager monitors individual children's progress well and ensures children receive any additional support they need to help them catch up.

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

Staff assess children's starting points and progress accurately and regularly using information gained from parents and their own observations. Staff provide a good range of resources for children to play and explore. For example, babies enjoy selecting musical instruments as they explore and spend time investigating how they work. Staff help children to make good progress with their physical development. For example, older children learn how to use planks of wood and tree trunks to move from one side of the play area to the other, without touching the ground. This helps children learn to work together as a team, solve problems and develop their physical skills. Staff teach younger children to follow simple instructions and take turns. For example, they teach children to follow chalk arrows, to learn left and right while riding their tricycles. Staff introduce mathematics through play. For example, toddlers explore volume and capacity as they play in the water tray.

### Personal development, behaviour and welfare are good

Staff promote children's self-awareness imaginatively. For example, they display family photographs where children can easily see them, in the homely environment in the youngest children's rooms. Children's good health is promoted effectively as they enjoy nutritious meals and play outside daily. Staff teach children to do things for themselves and follow good hygiene routines. Children learn to respect each other as they learn about different cultures and festivals around the world.

### Outcomes for children are good

Children are active learners who shape their own learning experiences. Babies are focused while they test resources. Older children develop skills, such as making marks during outside play. For example, they create a food survey and confidently ask visitors what their views are, recording their findings with marks. Toddlers use mathematical language to describe sandcastles constructed in their play. All children enjoy listening to stories and their independence skills are promoted extremely well. Children develop essential skills for the next stage in their learning at nursery and eventually school.

## Setting details

<b>Unique reference number</b>	107112
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10061817
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Windmill Hill City Farm
<b>Registered person unique reference number</b>	RP524620
<b>Date of previous inspection</b>	18 April 2016
<b>Telephone number</b>	0117 9633299

Windmill Hill City Farm registered in 2004. It operates from a purpose-built nursery and an outdoor extension of the nursery 'Farm Adventurers' on a city farm in central Bristol. The nursery opens five days a week from 8am to 6pm, for 50 weeks of the year. Farm Adventurers operates Monday to Friday from 9.15am to 12.15am and from 1pm to 4pm. There are 36 staff who work directly with the children, of whom, 33 hold at least a relevant level 3 childcare qualification. Seven members of staff hold a childcare qualification at degree level.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

