

Inspection of The Windmill Kindergarten

Old School Building, Chestnut Grove, Burton Joyce, Nottingham NG14 5DP

Inspection date: 7 October 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

This well-established playgroup is a true gem in the local community. The manager and most of the staff have worked in the playgroup for a substantial number of years. This provides continuity for children. Furthermore, the staff team genuinely wants to provide the best possible experience for early years children. There are several parents returning with their own children and even grandchildren.

Staff have high expectations of what children with special educational needs and/or disabilities (SEND) can achieve. They plan well so that these children can access the whole curriculum. Children recognise, value and respect each other's differences. This means that children with SEND are fully included and supported. They develop extremely positive relationships with other children.

Children's behaviour is good. Staff are good role models and work well with one another. There is an atmosphere of fun in the playgroup. Children demonstrate a secure relationship with staff. They respond well to the staff's obvious pleasure of being around them. Children of all ages play well together. They are happy and highly motivated to lead their own play and exploring. Children have a good understanding of right and wrong, share resources and take turns well.

What does the early years setting do well and what does it need to do better?

- The enthusiastic manager shares her vision for the playgroup with staff. Together, they consider the views of parents and children when planning future changes to the playgroup. One recent change includes the fitting of artificial grass to the outdoor space. The manager states there has been a reduction in accidents since this improvement.
- Staff use their observations to assess children's levels of development accurately. They plan interesting activities across the curriculum that help children to achieve their next steps in learning.
- Staff sit alongside children at lunchtime. Children follow good hygiene routines and experience sociable meal and snack times. This helps to promote their personal development skills. Children know the routines well. They quickly respond to staff's instructions. For example, following a two-minute warning they help to tidy away the toys.
- Staff know the children well and recognise their changing interests. They use this knowledge to plan activities that children find enjoyable and may not otherwise experience at home. For example, children delight in using tools to tap away ice to discover hidden toy dinosaurs.
- Staff genuinely care for the children. They give them lots of attention. This helps to support children's emotional needs. Staff develop strong bonds with individual children. They offer reassurance when children are a little unsettled, which helps

to build their confidence.

- Children thoroughly enjoy listening to stories. These are brought alive by staff who use animated voices when reading. The same story is recreated through acting this out. This promotes early literacy skills. However, occasionally, during child-initiated learning, staff do not challenge more-able children to help them to make the best possible progress in their learning.
- Staff promote children's language development well. They provide a narrative to explain what children are doing. Staff respond to older children's conversations. They listen to and value what children have to say. This encourages children's confidence in communicating with others, regardless of their abilities.
- Children have good opportunities to develop their interest and skills in technology. They use electronic tablets to practise their early writing skills. They understand they must press the button to delete their work to start again. Children have good opportunities to develop their physical skills. They run and chase each other outside and balance on the large equipment.
- Staff value the importance of building secure relationships with parents and families to promote children's care and well-being. Staff communicate well with parents and involve them in their children's learning. Parents say their children have made good progress since coming to the playgroup.
- The manager ensures that staff receive time away from the children to complete their key children's records. This means that staff's welfare is well considered. However, there is scope to strengthen staff's professional development to help raise teaching and children's progress to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of the safeguarding procedures to help keep children safe, ensure their welfare and protect them from harm. They are mindful of wider safeguarding issues, including the 'Prevent' duty guidance, and know the signs that may indicate that a child is at risk of exposure to extreme views. Staff supervise children well and maintain a safe environment for them to explore and experience new activities. The manager implements robust recruitment procedures when employing new staff. This helps to ensure the suitability of all staff who work at the playgroup.

What does the setting need to do to improve?

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

- broaden the opportunities for staff's professional development to build on the good quality of teaching
- make the most of opportunities that arise to extend and challenge children's learning.

Setting details

Unique reference number	EY550046
Local authority	Nottinghamshire County Council
Inspection number	10107605
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	31
Name of registered person	Windmill Kindergarten Committee
Registered person unique reference number	RP905924
Telephone number	07800 509190
Date of previous inspection	Not applicable

Information about this early years setting

The Windmill Kindergarten registered in 2017. The playgroup is in Burton Joyce, Nottingham. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Sharon Alleary

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 carried out a learning walk and a tour of the playgroup with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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.

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