

Inspection of Windmill Nursery - Redruth

West Park, Redruth, Cornwall TR15 3AJ

Inspection date: 28 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated, happy and extremely well settled. They join in with enthusiasm with the stimulating range of activities that have been planned around their needs and interests. For example, young children develop their senses, imaginations and creativity as they explore a range of natural materials and open-ended resources. All staff share a deep understanding of the curriculum and what they value in a nursery. There are clear curriculum priorities identified that are based on the needs of the children who attend. Staff implement their learning intentions very well in their everyday practice. They provide children with vast opportunities to build on their prior learning and explore and investigate the wider world. For example, children learn about where food comes from and learn how to grow and look after vegetables that they plant in the garden.

Children's behaviour is excellent. All children learn to accept one another's opinions and they all regulate their behaviour exceptionally well. For example, older children vote as a group to decide what physical activity they are going to do and fully respect the result even if it is not what they voted for. Children have extremely positive attitudes to learning.

All children, including those with special educational needs and/or disabilities (SEND), are supported incredibly well through excellent partnerships with parents and other agencies to ensure they reach their full potential.

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

- Key persons know their children extremely well. They use their knowledge effectively to ensure they meet their individual needs and to plan highly motivating and stimulating activities and experiences. These prepare children exceptionally well for their next stage of learning.
- Staff fully involve parents in their children's learning from the start. For example, parents and staff share valuable information during home visits, settling-in visits and in the completion of two-year progress checks.
- The well-qualified and enthusiastic staff work very well as a team. Staff morale is extremely high, and staff are highly motivated to continue with their professional development. For example, some staff work towards gaining higher level early years qualifications and, following training, staff share their ideas and acquired knowledge with others to incorporate aspects of it into their teaching.
- Staff tailor their teaching extremely well for the individual children, which helps them make rapid progress in their learning, particularly with their personal, social and emotional development and communication and language. Children learning English as an additional language receive highly effective support.
- All children, including those with SEND, make outstanding progress in their

communication and language because staff provide a language-rich environment. This includes excellent use of sign language by all staff. In addition, they carefully plan communication-friendly spaces for children to go to and enjoy books with staff, and they promote reading at home with parents.

- Staff form excellent partnerships with parents. Parents are extremely involved in the nursery and are very well informed about their child's learning and development. Parents are supported excellently by staff to extend their children's learning at home and they take an active role in the nursery. For example, they take part in the community events in which the nursery participates and they fundraise for charities that are particularly important to the children and families that attend.
- Leaders ensure staff have access to a wide range of training to help them in their role. This is meticulously planned and sourced to ensure it is of the highest quality. For example, staff have completed training in supporting children and families with bereavement, and they implement what they have learned as part of everyday practice. This is helping them to offer excellent support to children and families who have experienced loss.
- Leaders at the nursery are inspiring. They use their vast experience, knowledge and expertise to provide an exceptional environment where children thrive. They ensure that additional funding is used highly effectively to enhance children's experiences and improve teaching. They continually target improvements and are extremely reflective about what is working well and what they could do even better. As a result, standards remain very high.
- Children develop a highly effective understanding of other people and staff work hard to give them experiences of communities beyond their own. For example, staff take them to creative arts events. This helps them develop their social skills and gives them high levels of respect and understanding for those who may be different to themselves.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent knowledge of child protection. Children's welfare is paramount in everything that they do. Highly effective safeguarding practice secures children's well-being and welfare. All staff attend regular safeguarding and child protection training and, as a result, have an excellent understanding of child protection issues and their responsibilities to report and act on any concerns. There is exceptionally strong partnership working with other agencies to safeguard children. For example, staff attend multi-agency reviews to ensure consistent practice. Staff ensure environments are safe and secure. For example, they complete robust risk assessments of the rooms and outdoor areas and leaders monitor these to ensure their effectiveness.

Setting details

Unique reference number	103238
Local authority	Cornwall
Inspection number	10125979
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	32
Number of children on roll	64
Name of registered person	Driver, Janet May
Registered person unique reference number	RP513056
Telephone number	01209 214884
Date of previous inspection	28 October 2015

Information about this early years setting

Windmill Nursery - Redruth is one of two childcare provisions run by the provider. It registered in 1997 and operates on the former campus of Redruth Grammar School in Redruth, Cornwall. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is in receipt of nursery education funding for some children aged two, three and four years. There are 10 members of staff working directly with children, eight of whom hold relevant qualifications at level 3 and one at level 6.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector observed the activities, quality of teaching and supervision of children throughout the nursery.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation, including staff suitability checks.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector went on a learning walk with the manager.

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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