

Inspection of Windmills Childcare Keyworth

Keyworth Primary & Nursery School, Nottingham Road, Keyworth, Nottingham,
Nottinghamshire NG12 5FB

Inspection date: 16 September 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children explore with great interest and are highly engaged in the activities available. They play well, both alongside adults and on their own. Encouraged by expressive and motivated staff, the young children become very aware of their own feelings and emotions. For example, when asked at circle time how they are feeling today, all the children point to the happy face with beaming smiles. Furthermore, children make comments, such as 'I've had the best day ever.'

Children feel safe in the company of the adults. Even those with additional needs, who may be reluctant to engage, approach staff for comfort and support, knowing they will receive plenty of reassurance. Children relish opportunities to use resources in a different way. Staff show children how to use alternative equipment to create patterns. For example, children persevere and show excellent control of their arm movements as they master using spray paint bottles to create lines and circles. Staff also introduce complex vocabulary and comment, 'this is a masterpiece' when children proudly show them their creations.

Children behave exceptionally well with their friends. They offer to share their resources saying, 'one for you and one for me'. Staff praise this kindness, contributing well to children's growing self-esteem. Equally, children have respect for adults and respond quickly to their requests. One example of this is when the routine changes and children promptly line up as requested. Staff are consistent and fair in the way they help children to understand the high expectations for behaviour.

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

- The manager is knowledgeable about all things early years and she knows the children, their families and the community well. The manager and staff continually strive to improve opportunities for children. For example, the setting has placed a strong emphasis on encouraging oral health, such as providing children with packs that contain a toothbrush, stickers and a guide on brushing. Future plans include providing children with the opportunity to get into the community and visit the library and the local area.
- The current curriculum focuses strongly on developing children's communication and language skills. Staff have recognised that some children are starting their journey with below typical speaking skills. Because of this, staff subtly use visual prompts and sign language to support those children with limited communication skills. Staff's excellent interactions with children, use of questions and rich vocabulary have resulted in some new children making significant progress in speaking.
- Children are confident, independent learners who show high levels of curiosity.

For example, children use their senses to discover fruit tea bags. They smell them and squeeze them. Children persevere for long periods of time and learn how to use a pipette to fill and empty their teacups. This demonstrates an excellent attitude to learning.

- Staff ensure children get as much fresh air as possible. They know that some children over the past year have not had the opportunity to develop their physical skills by running freely. Children benefit greatly from sessions in the forest school and opportunities to experience the large open area, encouraging more physical activity. For example, they explore the whole playing field, running around, looking for natural objects, sticking them onto their own stick. This helps to promote their understanding of the natural world, while contributing to their health and well-being exceptionally well.
- Staff make interactions with the children engaging and enjoyable. Children squeal with delight when staff say, 'ready, steady, go, splash' and then splash them with water. They watch in amazement as staff sprinkle feathers on their heads. This motivational, exciting interaction from staff helps children to have superb hands-on experiences to explore natural materials.
- Parent partnerships are excellent. The manager and staff know the children and their families incredibly well. They are completely committed to meeting the needs of each child's learning and development. For example, the setting offers parents the opportunity to attend sessions in the setting to see how they can help their children at home. The book library means parents can borrow books to read with their children at home. Potty training packs contain everything parents need to begin the toilet training process with their child. Parents comments include, 'I can't thank them enough for what they have done for me.'
- Supervisions and observations of staff practice take place very regularly. This helps the manager to monitor staff's ongoing suitability and maintain their high-quality teaching skills. Staff are highly enthusiastic about recent innovative training, to change the way they interact with children. For instance, they provide interesting resources, watch how the children respond, and then mirror children's play, as opposed to telling the children what to do. This is an excellent opportunity for children to bring their own fascinations into their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff benefit from comprehensive child protection and safeguarding training. As a result, they have an excellent understanding of the signs and symptoms of abuse. Staff know how to identify and report concerns regarding the welfare of a child or the behaviour of an adult. There are several lead officers responsible for safeguarding children. The management team have a highly effective and secure recruitment process in place, including carrying out all necessary checks to make certain staff are suitable to work with children. Staff are extremely vigilant in their supervision of children, and rigorous risk assessments ensure the environment is safe and secure.

Setting details

Unique reference number	EY562591
Local authority	Nottinghamshire County Council
Inspection number	10190957
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 2
Total number of places	20
Number of children on roll	10
Name of registered person	Windmills Childcare
Registered person unique reference number	RP562590
Telephone number	01159748005
Date of previous inspection	Not applicable

Information about this early years setting

Windmill Childcare Keyworth registered in 2018. It operates within Keyworth Primary and Nursery School, Keyworth, Nottingham. The setting for children aged two-years, is available term time only. Sessions are from 9am to 12 noon. When numbers allow, the setting offer an extended session to 1pm. The setting also provides wrap around care for children aged from two to 11 years, Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm. Holiday provision is also available every school holiday, except for Christmas, offering care for children aged two to 11 years, opening from 7.30am to 6pm. The holiday provision takes place either on the Keyworth site, or the Crossdale site. The provider employs four staff. Of these, all hold an early years qualification at level 3. The setting is in receipt of funding for the provision of free early education for children aged two years.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents and took account of their views and opinions.

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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