

Inspection of Windmill Day Nursery

Yarburgh, Highfield Road, East Grinstead, West Sussex RH19 2DX

Inspection date: 7 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure. They develop positive relationships with their friends and staff. Children are keen to involve others in their ideas and delight in showing what they can do. They are confident in making decisions about their learning and self-select resources to complement their play. For example, children are excited to use masking tape to create boundaries in their playroom. They look at different ways that they can move their bodies to navigate around the enclosures they have made.

Generally, children behave well. Occasionally, when they show unwanted behaviour, staff use discussion to help children to consider the impact this has on themselves and others. This supports children to learn about right and wrong.

Staff value children's views highly. They hold conversations to develop children's language skills and to talk about what they have been learning at nursery and their home experiences. Staff use this information to inform future activities and to negotiate with children what they would like to do next.

Staff promote children's independence well and support them to attempt new skills. This includes pouring their own drinks, cutting up fruit and using cutlery to feed themselves at mealtimes.

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

- The manager has a clear vision and is passionate in seeking ways to help children achieve in their learning and development. She works closely with her staff to identify priorities for the curriculum. The manager has considered the impact that the COVID-19 pandemic has had on children's learning. As a result, she targets planning to ensure that staff support the individual needs of each child. This helps them to make continuing progress through a broad range of experiences and activities.
- The manager and her staff work hard to ensure that children who need extra help or have special educational needs and/or disabilities receive intervention at the earliest opportunity. They support families and work with other professionals to implement strategies to help children catch up and make the best progress they can.
- Staff utilise different ways to promote children's speech and language skills. They encourage children to participate in experiences that support their developing vocabulary. They delight in joining in with action songs and listen intently when a story is shared with them. During circle times in pre-school, staff introduce children to basic letter sounds. They are invited to suggest other words they know beginning with the same sound, such as 'e' for 'egg'. This

helps to support children's early literacy skills.

- During planned experiences, staff do not always consider the importance of making sure that the environment is organised. This is particularly important when staff are trying to teach a skill or impart knowledge. At times, noise levels in the playroom can distract and compromise children's ability to concentrate. Consequently, the intended learning that staff wish to teach children can be lost. Furthermore, there are times where some staff ask questions but do not fully extend and challenge children to maximise opportunities for learning.
- Children demonstrate positive attitudes to learning and are keen to test out their ideas. Staff support children to learn about sharing and taking turns. They use visual aids, such as sand timers, to help them understand this. Staff make good use of visual timetables to help children learn about the routines of the day and assist them with transitions between activities.
- Staff help children to learn about aspects that promote their good health. Children are supported to wash their hands before mealtimes. Staff sing songs with children about handwashing and share with them the reasons why they need to do this. Furthermore, children have been learning about oral hygiene and how to look after their teeth. They are offered opportunities to practise toothbrushing at the nursery.
- Parents comment that they are happy with the care their children receive. They confirm that they are kept informed about their children's progress and are offered suggestions to further support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead understands her role and responsibilities. She is familiar with processes in line with local procedures to make referrals in a timely way. Management and staff have good knowledge of recognising signs of abuse and are aware of wider safeguarding issues. The manager is supported by the committee, which also knows the process to follow to safeguard children. Supervision meetings are undertaken by the manager to monitor the ongoing suitability of staff. The manager has a good understanding of recruitment checks to ensure that only suitable individuals work with children.

What does the setting need to do to improve?

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

- develop staff's skills in providing children with challenge to extend on children's thinking and increase their learning
- improve the organisation of the learning environment so that children can fully benefit from staff's interactions.

Setting details

Unique reference number	113832
Local authority	West Sussex
Inspection number	10216639
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	53
Number of children on roll	34
Name of registered person	Windmill Day Nursery Committee
Registered person unique reference number	RP902050
Telephone number	01342 328544
Date of previous inspection	17 November 2017

Information about this early years setting

Windmill Day Nursery registered in 1992. The nursery employs 12 members of staff. Of these, one holds early years professional status, five hold early years qualifications at level 3, and two hold early years qualifications at level 6. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- We carried out this inspection as a result of a risk assessment following information we received about the provider.
- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- A joint observation was carried out and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the nursery.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, including evidence of staff's recruitment, qualifications and suitability to work with children.
- The inspector invited parents to share their views. The inspector took account of all feedback received.

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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