

Inspection of Windmill Nursery Redruth

West Park, Redruth, Cornwall TR15 3AJ

Inspection date:

12 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Since the COVID-19 pandemic began, parents hand over their children to staff at the door. Staff report that children settle quickly, having adapted well to this change. Parents appreciate the time staff take to help them apply for additional funding and support from outside agencies. Parents have confidence in the staff's efforts, knowing that their children receive the best support possible to thrive.

Staff have high expectations of children's behaviour. Children in the toddler room help to tidy up after a messy activity and wash their hands with a little help from staff. In the pre-school room, children self-register and put their belongings in their cubby hole on arrival. Staff are particularly effective at meeting the care needs of babies and toddlers. They give toddlers lots of cuddles and support to reassure them. Staff have comprehensive care plans that help them to support children's toilet training. They change babies' nappies sensitively as and when needed.

The curriculum does not always provide children with enough opportunity to follow their own ideas and choices of activities. This prevents children from using their creativity, imagination and developing curiosity. In the pre-school room, when self-chosen play does happen, some staff do not know how to support children, meaning they miss opportunities to extend learning. Adult-directed activities are often too advanced for the children's abilities, and this limits their effective learning.

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

- Children with special educational needs and/or disabilities (SEND) are well supported. The SEND coordinator is very knowledgeable about children with specific needs. She sets accurate learning targets to support children and shares these effectively with outside agencies, staff and parents. Children with SEND receive effective support and make good progress.
- Although leaders support staff through supervision and peer observations, they are unable to identify areas of weakness in the planning and delivery of the curriculum effectively. Planned activities do not build on what children already know and can do, and do not successfully meet their needs. For example, in the pre-school room, children are asked to identify countries from pictures of flags that they have never seen before and say hello in the home language for that country. Most children cannot answer and sit quietly. In the toddler room, children make gloop but there are not enough resources for all the children to participate at once and they become disengaged. Staff do not make good use of time throughout the day. Children sit for long periods of time when waiting for meals and going outside to play. Staff do not use this time to engage children or encourage conversation.

- Staff's knowledge and ability to support children's speech and language development are variable across the nursery. Staff role model good use of language in the toddler room during play and some staff introduce simple words well to individual children through repetition. In the baby room, staff copy babies' babbling and model words. Older children sing their favourite rhymes and action songs and follow the actions well. However, across the pre-school room, staff use a lot of closed questions. They do not give enough time for children to respond to other questions and, at times, talk over children. In all rooms, staff repeat words back to children incorrectly, meaning children do not learn the correct pronunciation to help them build on their vocabulary.
- Staff work in partnership with parents effectively and share information in different ways to accommodate parents' preferences. Staff support parents well with strategies to help them with their children at home and share learning goals.
- For those children in receipt on the early years pupil premium, leaders ensure that staff use it effectively. Children benefit from attending throughout the year and enjoy home-cooked, nutritional meals at the nursery.
- Children have good opportunities to follow their own ideas when they play outside. Pre-school children persevere at climbing the climbing wall and enjoy sliding down the various slides. Children explore the world around them in the growing garden. They take turns on the equipment and share ideas with each other. Children confidentially ask staff for help when they need it.

Safeguarding

The arrangements for safeguarding are effective.

All staff are very knowledgeable about what to look for and how to recognise signs of abuse and neglect. They know who to inform should they have concerns and monitor children's well-being closely. They work closely with the local authority to ensure children remain safe. Leaders ensure that all staff receive support and training to keep them fully informed on how to protect children's well-being. This includes how to whistle blow should they have any safeguarding concerns about other members of staff. There are effective systems for recruiting staff and for ensuring their ongoing suitability to work. Staff use risk assessments daily to help them keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that the planning for the curriculum consistently meets all children's individual needs and considers children's interests and stages of development	01/04/2022
improve the curriculum to better support children's speech and language development, and ensure staff can deliver this effectively	01/04/2022
develop effective support and coaching to ensure staff know and understand how to plan, support and adjust their practice to each child's learning requirements.	01/04/2022

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

- review the organisation of the daily routine to ensure children remain engaged in meaningful learning and development.

Setting details

Unique reference number	2603398
Local authority	Cornwall
Inspection number	10214467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	32
Name of registered person	Lowen Harts Day Nursery Limited
Registered person unique reference number	RP533681
Telephone number	01209214884
Date of previous inspection	Not applicable

Information about this early years setting

Windmill Nursery Redruth registered in 2020 and is situated in Redruth, Cornwall. It is part of Lowen Harts Day Nursery Limited and is open all year round, Monday to Friday from 8am to 6pm. The nursery receives two-, three- and four-year-old funding for early years education. There are 11 members of staff. Of these, eight hold appropriate level 3 and above early years childcare qualifications.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager explained the organisation of the provision, the curriculum and planning structure, and how staff are deployed, during the learning walk.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed practice across the nursery and spoke to staff at convenient times throughout the day.
- The provider and the inspector carried out joint observations in both rooms and discussed the quality of teaching and learning.

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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