

Inspection of Blue Windmill

Blue Windmill Nursery, Addison Road, Bilton, Rugby, Warwickshire CV22 7DJ

Inspection date: 8 March 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children's learning is not consistently supported to build on what they know and can do. This is because the provider has not yet fully developed an ambitious curriculum for children across the setting. Staff do not recognise how to support the sequence of learning to help all children to make ongoing progress. Staff fail to address and act when gaps in children's learning are identified. Consequently, there is less focus to help some children to catch up with their peers.

Children arrive happily at nursery and staff help them to settle in quickly to play with their peers. Children are supported to build strong relationships with their key person and other staff, who are kind and nurturing towards them. Babies develop some communication and language as staff sing songs, read stories and talk to them. Older children are supported to develop their confidence to play imaginatively. For example, they develop their thoughts and ideas as they act as doctors in the role-play area, giving their poorly baby dolls medicine.

Children generally behave well. They respond to staff reminders to be kind and take turns. However, at times, interactions from staff do not facilitate children's learning and meet their individual needs. Some children wonder and do not show an interest in resources and experiences offered. Not all children show a positive attitude towards learning.

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

- Leaders and managers are committed to developing the curriculum across the nursery. They have recently introduced new methods for planning and teaching. However, these are not yet embedded in practice. Consequently, the planning of experiences for children do not focus enough on presenting appropriate challenge to build on their prior knowledge and skills, helping them to know more and remember more across all areas of learning.
- The quality of teaching that children receive is not consistent in all rooms. The support and coaching provided to staff is not yet effective to improve the teaching and interactions during purposeful activities. This means staff do not consistently help children to become curious, confident and motivated learners.
- Children's speech and language development is generally supported by staff. Staff speak clearly and model two-way conversation. They introduce new words as children take part in water play. For example, children enjoy using scoops to fill their bottles with water. Staff model words such as, 'scoop, pour, empty' and 'full' as children use these actions. This helps children to understand their meaning and develop their vocabulary.
- Children who speak English as an additional language are supported well. Staff gain familiar words from home and use these together with pictures and signs to

support children's understanding as they acquire the English Language. However, not all children gain the support they need to help to close gaps in their development. This is because staff do not identify emerging needs quickly enough and take steps to gain the support children may need from outside agencies. This puts some children at risk of further delays in their development.

- Children are confident to talk with staff and enjoy their time with them. Pre-school children sit together with staff to listen to a story. They join in with key phrases that they remember. Other children develop their hand muscles as they manipulate dough. They use their imagination as they use various objects as pizza toppings.
- Children enjoy playing outdoors. They have good opportunities to develop their physical skills. Babies begin to pull themselves up to standing, using nearby furniture. They build their muscles as they crawl up and down slopes. Older children enjoy using the slides and making a ramp to roll their balls along. Staff support children to develop their problem-solving skills to design an obstacle course, which children enjoy.
- Staff support children to develop their independence with dressing and undressing and place a strong focus on helping younger children to master toilet training. Children develop their self-help skills well. Babies competently use cutlery to feed themselves. They learn to drink from unlidded cups. Older children serve themselves at lunchtime and use their knives and forks with increasing control.
- The setting places a strong focus on promoting the good health of children. They are learning about healthy foods and children are confident to tell visitors about the different vegetables they enjoy eating. As part of an award scheme, children take part in a programme of 'kitchen skills'. They develop skills to use in food preparation such as, to pour, slice and spread when they make their own snacks.
- Parents speak highly of the friendly staff in the setting. They say they value the detailed information they receive about what their children play with and the activities they have experienced during the day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their responsibilities to keep children safe. They demonstrate a sufficient understanding of the signs that indicate a child may be at risk of abuse. All staff know the procedures to report concerns about children's welfare. This includes in the event that an allegation is made against a colleague. Recruitment procedures are robust. This includes the background checks that are made to ensure that staff are suitable to work with children. Routine checks are made in the environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure the setting's curriculum is embedded securely and consistently so that all staff plan experiences for children that sequences and extends their learning to build on prior knowledge	13/06/2022
use assessment information effectively to identify any emerging gaps in children's learning and take appropriate steps to gain the support needed from the appropriate agencies in a timely manner.	13/06/2022

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

- provide ongoing supervision and coaching and support staff to develop consistently good teaching and improve knowledge of the newly implemented planning approach.

Setting details

Unique reference number	EY264544
Local authority	Warwickshire
Inspection number	10219633
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	0 to 4
Total number of places	81
Number of children on roll	136
Name of registered person	Blue Windmill Childcare Limited
Registered person unique reference number	RP521501
Telephone number	01788571393
Date of previous inspection	24 August 2016

Information about this early years setting

Blue Windmill registered in 2003. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, three hold level 6, five hold level 3 and two hold level 2. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.45am to 6pm.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The leader, manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the leader and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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