

# Inspection of Windmill Lane Preschool

Community Of Christ, Windmill Lane, Denton, Manchester, Lancashire M34 2FR

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Inspection date: 16 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily in the safe and welcoming pre-school. Staff greet children warmly at the door. As a result, children part confidently from their parents. Children are highly motivated and self-assured learners. They enjoy a wide variety of activities and show enjoyment in playing. Children are confident when carrying out creative activities. They concentrate attentively as they learn how to operate scissors. Through persistence and determination, they show delight as they cut through paper. Staff are at hand to recognise and warmly celebrate achievements, helping children to build their self-esteem.

Children behave very well. They understand what is expected of them and respond swiftly to instructions that are given. Children follow routines, tidy away toys and self-register. They cooperate very well during play as they encourage each other to share and take turns. They demonstrate good manners, raise their hand to speak and tuck chairs away under the table when asked. Staff give respect to children and are positive role models. They create a very enjoyable, calming atmosphere.

Some COVID-19 precautions to reduce the spread of infection are still in place and parents do not enter the pre-school. During the period when the setting was only open to some children due to COVID-19 restrictions, strong communication links with children and parents were maintained. This had a positive impact when children returned as they settled with ease.

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

- The manager is ambitious and has a clear vision for the pre-school. She leads her team well in a programme of reflective practice and ongoing improvement. For example, staff have looked at ways of developing the outdoor learning environment even further. This is helping the pre-school to continuously improve its provision for children.
- Staff provide a range of opportunities to deliver a highly focused curriculum that supports children's communication and language. Children sing songs and rhymes, and share books. Staff exchange rich dialogue with children. They take time to listen to what children have to say and extend the flow of conversation. This helps children to broaden their growing vocabulary.
- Staff closely observe and assess individual children's learning and have a good understanding of what they want children to learn next. This includes children who have special educational needs and/or disabilities. However, occasionally, the delivery of some larger group activities is not refined enough. Some children do not contribute their ideas and, as a result, they are not fully engaged in this learning experience.
- Children learn about making healthy food choices and why occasional treats are

allowed. Furthermore, they are involved in the preparation of healthy snacks. This contributes to children understanding the importance of leading a healthy lifestyle.

- Children have many opportunities to be active outdoors. Children run around and move their bodies appropriately as they help control a large parachute. They confidently operate ride-along toys, adjusting their speed and direction accordingly. This helps to support their good physical development.
- Overall, parent partnership is strong. Parents speak highly of the pre-school and commend the staff for their loving, caring nature. They comment that their children run in each day happy and with a smile on their face. Information is gathered about children when they first join the pre-school. However, information about what children are doing at the pre-school is not shared as often as parents would like. This stops them from extending children's learning even further at home.
- Staff promote children's independence well. For example, children put their coats on and take them off, and carry out tasks of carrying food trays and drinks to tables. This helps them to acquire new skills in readiness for school.
- Children have a warm and affectionate attachment with staff and demonstrate they feel emotionally secure. Staff know the children well and provide a stimulating environment that meets their individual needs.
- Staff skilfully weave mathematics throughout routines and play. Children set up skittles and are encouraged to count how many they have knocked down. Children solve simple mathematical problems as they compare who has the most or least. Children are also encouraged to count and recall numbers in sequence. This supports the development of their early mathematics skills well.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to keep children safe. They are aware of the procedures to follow if they have any concerns about children's welfare. Safeguarding discussions take place at each staff meeting and the manager carries out regular 'on the spot' safeguarding questioning with staff. This helps to reinforce staff understanding and their responsibilities to protect children. Robust recruitment and vetting procedures are in place. This helps to ensure that all adults working with children are suitable.

## What does the setting need to do to improve?

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

- refine the delivery of some larger group activities so that all children benefit from meaningful learning experiences
- review the arrangements for partnership working with parents and provide them

with the information they need, when they need it, to better support children's learning at home.

## Setting details

<b>Unique reference number</b>	2576898
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10238776
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Crompton, Hayley
<b>Registered person unique reference number</b>	2576897
<b>Telephone number</b>	07957466588
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Windmill Lane Preschool registered in July 2020. It is based in the Dane Bank, Denton. The pre-school is open Monday to Friday, from 9am until 3.15pm, term time only. The pre-school employs eight members of childcare staff. Of these, six hold a qualification at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kellie Lever

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff 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 inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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