

Inspection of Windmill Nursery Redruth

West Park, Redruth, Cornwall TR15 3AJ

Inspection date:

21 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start the day and self-register themselves on a board when they come in. They put their name on the 'happy' or 'sad' side. Children move their name during the morning depending on how they feel. This gives children the confidence to acknowledge their emotions. Staff talk to the children about their choice and tune into how they are feeling. Children know how they feel is important, and this helps them communicate clearly to staff.

Children benefit from a strong key-person system. A nursery 'settle-in bag' goes home with new children or to children who may need some reassurance. Children look at photos of the setting and members of staff. This helps build relationships and makes children feel secure.

Children love to sing and hear songs often. Children play with dolls and staff sing 'Miss Polly had a dolly' to them while they play. Children pretend to take the dolls' temperature with a toy thermometer, and staff sing the song next to them. Children hear staff sing the 'tidy-up song' and instantly respond by singing with them and tidying up. Staff teach children this song when they start at the setting. This enables them to learn good routines and respond well to instructions.

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

- Since the last inspection, leaders have improved and strengthened the curriculum and staff teaching to support children's communication and language development. Staff identify gaps in children's learning, particularly following the COVID-19 pandemic. They put effective strategies in place to support them. For example, all staff communicate with children using hand signs to show 'please', 'thank you' and 'more'. This particularly helps younger children communicate successfully.
- Children confidently access their environment and learn about the world around them. They re-enact life at home while playing with diverse small-world figures. Children role play going on a car journey. Skilful staff enhance this play by asking 'do they all have their seat belts on?'. Staff extend children's experiences from outside the setting when they show an interest in a recently visited car wash. Staff set up a car wash in the garden for children to play in. This supports children's imagination and follows their interests effectively.
- Children learn some independence skills at the setting. Older children access the bathroom to use the toilet and wash their hands. Younger children choose to help sweep up in the toddler room after an activity. However, staff do not always support children to manage all of their personal-hygiene routines. Staff do not consistently encourage children to wipe their noses or support them to do this independently.

- Children slice and chop bananas and strawberries and make biscuits to eat after lunch. Children listen to the sound of the wind while they eat. They engage in rich conversation. Children mix and stir the ingredients and add more flour when needed. However, they are not supported to develop their counting skills during these activities. Staff do not encourage children to count pieces of fruit or count and measure ingredients when making biscuits, to develop their mathematical skills even further.
- Children develop their fine motor skills effectively. They make lists of what they would like to eat. Children use pencils and notepads and excitedly show staff their 'writing'. Staff support children to take turns by encouraging them to wait for their friends to finish before showing them their writing. Children enjoy mark making for a purpose, and this supports their early writing skills.
- All children make good progress, including those with special educational needs and/or disabilities. Staff work closely with parents and professionals to put effective strategies in place to meet children's needs. Parents are highly complementary of the kindness their children receive from staff. They comment they 'would not know what to do without their support'.
- Leaders facilitate effective professional development for all staff. They operate a 'buddy system', so staff can learn from each other. Leaders carry out peer observations. This improves staff practice and children's outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough induction programme when they begin employment. They attend training on safeguarding and food hygiene straight away. Staff know who to report any child protection concerns to and have regular supervision meetings with management. This ensures staff follow safeguarding procedures and are well supported by the management team. Staff are confident in the whistle-blowing policy and know how to escalate concerns to outside agencies if required. Staff are alert to changes in children's behaviour, and have a sound knowledge of safeguarding issues such as the 'Prevent' duty. This means staff respond swiftly to any concerns about children's welfare.

What does the setting need to do to improve?

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

- review procedures to promote good hygiene practices within children's daily routines, to support their independence further
- provide more opportunities for children to count and use numbers in their play to support their overall mathematical development.

Setting details

Unique reference number	2603398
Local authority	Cornwall
Inspection number	10221701
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	1 to 4
Total number of places	32
Number of children on roll	49
Name of registered person	Lowen Harts Day Nursery Limited
Registered person unique reference number	RP533681
Telephone number	01209214884
Date of previous inspection	12 January 2022

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 10 members of staff. Of these, eight hold appropriate early years childcare qualifications at level 3 and above.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a group activity with a manager.
- The inspector talked to staff at appropriate times during the inspection and spoke to children to find out about their time at the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting and reviewed evidence of the suitability of staff working in the nursery.

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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