

Inspection of Blue Windmill

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

Inspection date: 5 January 2023

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 receive a warm welcome from staff on arrival at the setting. They separate well from their parents and they are delighted to see their friends. Children are aware of the morning routine, and they know where to hang their coats and leave their shoes. This contributes positively to their feelings of safety and security. Children are supported well to understand and manage their emotions. They talk openly and confidently about different feelings they experience. Children behave well. They share, take turns and learn to deal with any frustrations they face during their play.

Children's good health is addressed well. They eat healthy and nutritious food and enjoy activities outdoors every day. Children become involved in growing and harvesting vegetables to use in the nursery menu. Mealtime routines are used effectively to help support children's independence. For example, children scrape away the remains of food when they have finished their meal. Children are also effectively supported to make choices about and serve their own food. For example, toddlers spread butter on their rice cakes, and pre-school children serve their own curry and rice. Staff are thoughtful, and their interactions with children reflect an understanding of their individual learning needs.

Staff have high expectations for children's behaviour. Staff model, encourage and praise turn-taking, which effectively supports children's understanding of sharing resources.

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

- Leaders have addressed the actions from the previous inspection. They have developed a well-sequenced and ambitious curriculum that reflects the individual needs of babies and children. They support staff effectively to ensure this is embedded successfully across the provision. This ensures all children, including those with special educational needs and/ or disabilities (SEND), make the best possible progress and reach their potential.
- Staff use observations and assessment to plan for children's next steps, and effectively support their learning. They share information respectfully with colleagues to support smooth transition within the provision, and also when children move on to school. However, opportunities for parents to meaningfully share developmental information with staff are limited.
- Staff caring for babies are highly responsive to their needs and wishes. They are aware of babies' non-verbal communication and they react skilfully to children's play behaviours. Babies enjoy stories, and staff maximise opportunities to involve children in one-to-one book sharing. Babies demonstrate exceptional focus on books and stories.

- Children demonstrate high levels of interest in sensory experiences. Babies spend a prolonged time exploring lentils and pulses, using tools and equipment to scoop, fill and empty containers. Older children delight in water play. They competently roll up their own sleeves and demonstrate focus and attention as they tip and pour using a water mill.
- Children's communication and language are well supported. Staff are excellent role models and maximise opportunities to extend children's vocabulary. They model the language of feelings, and they consistently and respectfully support children when they struggle to regulate their own emotions.
- Children in the pre-school room are highly engaged in re-telling a familiar story. They delight in leading the story using familiar language and actions. Staff skilfully build on children's previous knowledge to lead an energetic and interactive story session.
- Children benefit from a range of opportunities to support their physical development. For instance, babies climb steps and develop their coordination and balancing skills through frequent use of the baby gym and soft-play space. Older children benefit from using a range of equipment for moving, pushing, pulling and balancing outdoors.
- Children skilfully use a range of tools and resources that support their hand-to-eye coordination and fine motor skills. For example, staff use effective teaching methods to model the use of different types of scissors, enabling children to make an informed choice about which pair they want to try.
- Parents are happy with the relationships their children develop with the friendly and approachable staff. They feel well informed about their child's development through termly progress reports, and they are delighted with the progress their children make. However, parents comment that they would welcome the opportunity to spend time in the setting in order to feel more involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about their role and responsibility to protect children from harm. They have good working knowledge of the signs and symptoms of abuse, and the risks that children may be exposed to. Staff access purposeful training, and are well supported to develop their understanding of the local safeguarding arrangements. Those with designated responsibility for leading safeguarding are knowledgeable and confident. They ensure systems for recording and reporting are robust and clear. Children are well supervised during play, and staff support them to manage and understand risk appropriately across the provision.

What does the setting need to do to improve?

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

- further enhance opportunities for parents to effectively share information with staff, in order for them to feel more meaningfully involved in their children's learning.

Setting details

Unique reference number	EY264544
Local authority	Warwickshire
Inspection number	10233222
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	94
Name of registered person	Blue Windmill Childcare Limited
Registered person unique reference number	RP521501
Telephone number	01788571393
Date of previous inspection	8 March 2022

Information about this early years setting

Blue Windmill registered in 2003. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications ranging from level 7 to level 2. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation 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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