

Inspection of Windmills Pre-School

Bembridge Primary School, Walls Road, Bembridge, Isle of Wight PO35 5RH

Inspection date: 16 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending the welcoming pre-school. They form close bonds with their key person, which helps them to feel safe and secure. Children are happy and well cared for by the nurturing staff team. They behave very well, cooperating with their peers and becoming social individuals. Children move with confidence throughout the environment. They choose whether they would like to spend time playing inside or outside. Children are encouraged to share their views. For example, in the morning, staff invite children to share what they would like to do throughout the day. This helps children to feel valued and respected.

Children take pride in completing tasks independently. For instance, they learn to chop up strawberries and bananas to make their own smoothies. They confidently explain that they need to wash their hands before starting to 'get rid of the bacteria'. Staff talk to children about the importance of keeping hydrated and making positive food choices. As a result, children develop a secure understanding of the importance of a healthy lifestyle. Staff plan activities to develop children's attention skills and ability to focus. For example, they deliver 'bucket time' to small groups of children, who giggle with anticipation as they watch sensory toys make different sounds and movements.

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

- The manager has worked with the staff team to develop a curriculum that is ambitious and gives the children the skills they need to succeed. They prioritise children's emotional well-being, focusing on them becoming confident and independent learners. Staff successfully tailor the curriculum for children with special educational needs and/or disabilities (SEND). Therefore, children with SEND progress well across all areas of learning.
- Staff quickly identify when children's language development is delayed. They use their training and knowledge to plan targeted language enrichment sessions for small groups of children. Staff spend any additional funding effectively to help close gaps in children's learning. For example, they have purchased technology toys that encourage communication. As a result, children are making good progress with their communication and language.
- Staff recognise how important parents and carers are in children's education. They work hard to build strong relationships with the families that attend. Staff include parents in their children's learning, listening to their views and suggesting ways they can support their children at home. They also ensure that parents are aware of other organisations and services that are available to assist them, should the need arise.
- Staff know each child and confidently talk about their strengths, interests and what they are being supported with next. Staff observe children playing and

make adaptations to the environment to enhance their learning, such as adding different containers to water play. However, staff do not consistently use opportunities during children's play to extend discussions around the subjects being taught.

- Children are enthusiastic and motivated to learn. They demonstrate resilience when they face challenges, such as when building with small plastic blocks. Children follow the routine of the day and know what to expect next. They patiently wait their turn for snack and have good manners during mealtimes.
- Staff provide children with a range of opportunities for reading, both inside and outside. For example, in the garden, children sit on cushions, looking at books in a cosy tent. Children excitedly call out parts of stories that they are familiar with. However, staff have not yet embedded effective strategies to keep the children engaged and focused when sharing stories in larger groups.
- Staff plan a range of exciting visits from people within the local community. For example, visitors from local charities attend the setting to teach children how to keep safe in the water. Children role play using the hats and uniforms provided by the organisation. Children also benefit from visits to a local care home to take part in singing and other activities. This helps to teach children about the people within their community.

Safeguarding

The arrangements for safeguarding are effective.

The staff and manager have a good understanding of the signs and symptoms that might suggest a child is at risk of harm. They know the procedures to follow and the people to inform if they have concerns about a child's safety or welfare. Staff deploy themselves effectively to ensure good supervision of the children. They attend training to keep their safeguarding knowledge up to date. The manager monitors the ongoing suitability of the staff team. She ensures that safe and robust recruitment procedures are followed so that staff 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:

- support staff to develop their teaching skills even further to consistently broaden children's knowledge and understanding through their discussions
- enhance the organisation of large-group story times so children maintain engagement and focus.

Setting details

Unique reference number	EY447958
Local authority	Isle of Wight
Inspection number	10289515
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	2 to 4
Total number of places	28
Number of children on roll	47
Name of registered person	Windmills Preschool Limited
Registered person unique reference number	RP523309
Telephone number	01983873575
Date of previous inspection	28 November 2017

Information about this early years setting

Windmills Pre-School registered in 2012 and is managed by a limited company with charitable status. The pre-school opens from 8.45am until 3pm, Monday to Friday, term time only. It operates from a purpose-built mobile unit within the grounds of Bembridge Church of England Primary School, in Bembridge, on the Isle of Wight. The pre-school receives funding for children aged two, three and four years. There are 12 members of staff who work with the children, nine of whom hold a relevant early years qualification.

Information about this inspection

Inspector
Jade Orosz

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 and the inspector discussed how the early years provision is organised, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- 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 spoke to several parents during the inspection and took account of their views.

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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