

# Inspection of Windmill Nursery

68 Bromsgrove Road, REDDITCH, Worcestershire B97 4RN

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Inspection date: 27 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are relaxed and confident and demonstrate they feel safe in this welcoming and inclusive nursery. Children are fully occupied in activities of their choosing. Children enjoy making play dough. They listen intently to instructions as they measure, add ingredients and mix the dough. Children use their imagination and creative skills as they make 'burgers' and 'caterpillars' using dough and natural materials. Babies laugh and giggle as enthusiastic staff encourage them to reach out and catch bubbles. They thoroughly enjoy exploring bath foam.

Children learn to be independent. Babies start to feed themselves, two-year-old children learn to put on their own coats and older children manage their own personal care. Children behave well. Staff help to develop children's understanding of healthy practices. Children choose from a variety of fresh fruits at snack time, play outdoors for long periods each day and learn the importance of good oral hygiene. Children develop a love of books and stories. They learn to recognise and write letters of their name. Support for children with special educational needs and/or disabilities (SEND) is strong. Children learn a wide range of skills and attitudes that help to prepare them for their next stage of learning and their eventual move on to school.

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

- The leadership of the nursery is strong and effective. Expectations are high, and there is a strong commitment to developing a high-quality provision. The manager, who is also the owner, and her deputy have a clear vision for children's learning and share the broad, ambitious curriculum effectively with the staff.
- The manager and her deputy have a comprehensive knowledge of the children who attend. They closely monitor children's progress. When staff and managers identify gaps in children's learning they provide additional support, such as small group and one-to-one sessions to help children to catch up with their peers. The manager and staff work closely with outside agencies to ensure targeted plans are in place.
- The manager provides effective supervision, training and support to enhance staff practice to help to achieve the best possible outcomes for children.
- Dedicated staff closely observe children and identify focused next steps for their learning. They plan a wide range of ambitious activities that link to children's interests and learning needs. The garden area for children over two and a half years of age is a hive of activity, which promotes children's curiosity and motivation to learn. Children enjoy the freedom to explore. They run, climb and use wheeled toys. Children join in sensory activities using fresh herbs and talk about the smell of the mint. Staff introduce new vocabulary as they talk about

the 'aroma' that is 'released' when they squeeze the plant. However, the garden area for children under two and a half years of age does not fully support children's learning potential, as staff have not yet developed the area to help to promote children's skills in all areas of learning. This does not support children who prefer to learn outdoors.

- Communication and language development is a strength of the nursery and a focus. Staff use every opportunity to promote children's learning in this area. As children play, staff skilfully ask questions to extend their learning. Staff foster children's interest in books. They create welcoming areas where children can enjoy stories or read independently. Children join in songs enthusiastically.
- Staff are very attentive and, overall, interactions with children are good. However, at times, staff do not fully promote mathematics as children play and learn to help them to build further on what they already know.
- Children learn to manage their emotions and behaviour and to understand the impact of their actions on others. Throughout the Nursery, there is an extremely strong focus on being kind and caring towards one another. Children regularly hug the kind and caring staff and spontaneously cuddle each other. They behave well.
- Children's experiences in the Nursery are enhanced by the strong partnerships between managers, staff and parents. Parents comment on the good progress their children make during their time at the Nursery and the high levels of support children with SEND receive. Parents receive regular information about their children's progress. Staff include parents in the assessments of their children's learning. Parents say their children have 'come on leaps and bounds'. They say their children are 'excited to attend' and, at home, talk about the 'funny things staff do'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff give high priority to children's safety. They make daily checks of the premises to identify and remove any hazards so that the environment is safe for children to play in. Children are supervised closely by staff at all times. Staff have a secure understanding of the possible signs of abuse and neglect. They know when and where to refer any concerns they may have about the welfare of any child in their care. The manager has robust recruitment procedures in place to help to deem staff suitable to work with children.

## **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 enhance the outdoor learning environments for children under two and a half years of age to provide learning experiences that are rich, varied

- and stimulating, particularly for those children who prefer to learn outdoors
- enhance the teaching of mathematics to help children to build further on what they already know.

## Setting details

<b>Unique reference number</b>	EY347405
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10280300
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Windmill Pre-School Midlands Limited
<b>Registered person unique reference number</b>	RP908906
<b>Telephone number</b>	01527 66750
<b>Date of previous inspection</b>	16 August 2017

## Information about this early years setting

Windmill Nursery registered in 2007. The Nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 5. The Nursery opens Monday to Friday from 7.30am to 6pm for 50 weeks a year. A before- and after-school care service is run each weekday and holiday playscheme sessions operate during most school holidays. The Nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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 setting.
- The manager and deputy manager joined the inspector on a learning walk and talked to her about the Nursery's curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. She spoke to children to find out about their time at the Nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views. She also took into account written views from parents, provided to her by the Nursery manager.

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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