

Inspection of Windmill Pre-School

Pre-School Building, Brookmead School Site, High Street, Ivinghoe, Bedfordshire
LU7 9EX

Inspection date: 7 March 2024

Overall effectiveness **Good**

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

Overall, the curriculum is well planned and coherently organised. Staff use their knowledge of children's progress and what they need to learn next to help shape the intent of the curriculum. Children make good progress in their communication and language skills. If there are any concerns about children's ability to talk, staff act quickly, providing small-group activities and working with other professionals, such as speech and language therapists. This is beneficial for children and they are eager to talk with others. Staff ensure that the pre-school has an abundance of books for children. Staff read stories to children in a lively fashion that encourages their interest and excitement. Children enjoy taking part in activities, such as 'Book Day' where staff dress up along with children and talk about their favourite books and characters.

Staff encourage children to be physically active and test out their skills. In the garden, children balance on stilts, slide, climb and throw and kick balls. They feel how being physically active makes their heart beat faster and learn about how their bodies change during exercise. Activity sessions, such as yoga and dance, help to promote children's good physical and mental health. Children's behaviour is good and they show high levels of confidence at the pre-school.

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

- The pre-school operates from two rooms divided according to children's ages. The curriculum is defined and distinct to each room, encouraging children to learn what is most important to their age and stage of development. In the room for older children, the focus is on developing children's readiness for their future learning. In the room for younger children, the curriculum focuses on children developing confidence when separating from their families, becoming independent and starting to communicate their needs. As a result, the curriculum is effective in supporting children's good development.
- The curriculum for children in the pre-school room is ambitious but complex. It does not focus on the basics of encouraging children's independence in their learning. As a result, at times, children are reluctant to play without asking for continual assistance and guidance from staff.
- Staff expand children's vocabulary. When staff use a new word that is unfamiliar for children they explain its meaning and use it in a sentence for context. This helps children's understanding. Staff use sign language to support children's understanding when they need help with communicating.
- Children with special educational needs and/disabilities make good progress at the pre-school. There are clear plans for children, which are known and understood by all staff. The extra measures that staff put in place, such as additional adult support, small-group song and talking activities and use of a

sensory room, boost children's progress.

- Older children are beginning to develop confidence in using tools, such as safety knives and pens. They purposefully practise making marks and forming letters on whiteboards and enjoy the ability to wipe away their marks and write over again.
- There are clear golden rules at the pre-school that set expectations for children to follow. These include taking turns, being kind and using quiet voices inside. Older children show high levels of understanding and moderate their behaviour well.
- Children are assigned special jobs and roles, such as helping staff to assess risks and preparing the snack. They are awarded with a special helper lanyard for their important job. Children take immense pride in this and take their responsibilities very seriously.
- Key-person relationships are strong and children make excellent progress in their personal, social and emotional development. When children find it difficult to separate from their parents, staff are sensitive, caring and kind. They form trusting relationships with children, helping them to feel secure and safe.
- Children learn about the world they live in and experiences outside of their own. Staff are keen for children to learn about each other and what is important within their families.
- There have been very recent changes to staff deployment and their responsibilities. As a result, the staff team is still developing a united and cohesive approach. The manager and provider have yet to review the changes to determine their benefit for the children and their learning.
- Staff develop close relationships with families. They make good use of technology to exchange information. This helps parents to be well-informed about what children are learning, the progress they make and their care needs. Parents readily share information with the pre-school, which helps staff to meet children's needs well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the curriculum so older children gain more independence in their play and learning
- establish strong teamworking, with a common focus and greater oversight to increase the good quality of the care and education for children.

Setting details

Unique reference number	EY419435
Local authority	Buckinghamshire
Inspection number	10333763
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	75
Name of registered person	Windmill Pre-School Committee
Registered person unique reference number	RP517688
Telephone number	01296 661031
Date of previous inspection	3 July 2019

Information about this early years setting

Windmill Pre-school registered in 2010 and operates from a building within the grounds of Brookmead School in Ivinghoe. The pre-school employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. Pre-school sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 inspector discussed the intent of the curriculum, observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the chairperson. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Numerous parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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