



## Windmill Nursery Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296550
<b>Inspection date</b>	29 June 2006
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting Address</b>	135 Windmill Lane, Greenford, Middlesex, UB6 9DZ
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<b>E-mail</b>	
<b>Registered person</b>	London Borough of Ealing
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Windmill Nursery Centre was open in 1966 and registered in 2005. It operates from three rooms in a purpose-built building. It is situated in a residential area in Greenford in the London Borough of Ealing. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 16.00 for 51 weeks of the year. Children are offered part time places for three days a week. All children share access to secure enclosed outdoor play areas.

The centre is managed by the London Borough of Ealing early year's child care and play division.

There are currently 62 children aged from two to under five years on roll. Of these, 39 children receive funding for early education. Children come from a wide catchment area. The centre supports a number of children with learning difficulties and disabilities. The centre also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 13 staff hold appropriate early years qualifications and one staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in clean and well-maintained premises. Their good health is promoted through daily access to fresh air during outdoor play, and by staff effectively implementing agreed health and hygiene procedures. Children learn the importance and value of personal hygiene through well-established routines, such as washing their hands after toileting and before meals and snacks. Older children are able to carry out these routines with minimal adult support. Staff have a clear understanding of the procedures to follow when recording accidents, and the administration of medication. Parents are required to sign an acknowledgement of entries, keeping them informed at all times.

Children enjoy tasty, nutritiously balanced meals that are freshly prepared on the premises and meet their individual dietary needs, the food includes a wide range of fruit and vegetables. Effective procedures are in place to ensure foods are served at the correct temperature and food storage facilities are monitored. The cook is part of a menu working party, consisting of a member of staff from each of the nursery rooms and a parent representative. This group ensures that a regular review is undertaken of the content of the menus. They also consider seasonal foods and their popularity with the children. Various themed projects raise children's awareness of different foods recognising that a variety of foods contribute to a healthy balanced diet.

Children enjoy the independence of being able to choose when they have their drink, they are beginning to recognise when they are hot and thirsty. Younger children are regularly offered drinks to ensure none remain thirsty.

Children of all ages have ample opportunities to develop their physical skills, both indoors, and in the garden areas. Older children have good opportunities to develop their large muscle skills during activities during outdoor play. They enjoy a wide range of physical activities such as climbing, throwing and catching balls, riding wheeled toys and running games. A variety of activities are extended outdoors offering the older children a good balance across the six areas of learning, for example music and movement. Children were having tremendous fun moving in rhythm to the dance

music. They skipped, swayed to the beat and sung some of the familiar lyrics, holding hands dancing and laughing together.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright and attractive environment. Their art work and lots of information for parents and carers are displayed. Children benefit from playing in well-organised environment. This allows them to move around freely and play safely.

They independently make choices and have easy access to a wide range of quality toys and resources appropriate to their age and stage of development.

Children's welfare is safeguarded. There are good systems in place for the safe arrival and departure of children and unwanted visitors gaining access. Clear procedures for outings, uncollected children and the procedures to be followed in the event of a child being lost ensures children's safety and supports their welfare. Children are well protected because staff have a sound understanding and knowledge of the child protection procedures and know what to do in the event of any concerns. However, the policy does not include details of procedures to be followed in the event of an allegation being made against staff or volunteers.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled. They are eager to attend and relish their time in the setting which puts them first. Children benefit from a secure environment that enables them to make connections, to be imaginative and creative. They arrive happy and confident and quickly settle into the routine making their own choices about their play. Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff, developing a sense of trust.

Young children are enjoying the activities provided. Staff have a sound knowledge and understanding of the 'Birth to three matters' framework and plan effectively. Children happily participate in a range of activities to help them to become competent learners. They represent their own ideas, for example through role-play and these are valued and supported by staff, children confidently re-enact familiar scenes from home, for example cooking meals in the kitchen.

### **Nursery Education**

The quality of teaching and learning is good. Staff work very hard to find out what children understand and can do before they start at nursery. Their progress is carefully assessed and recorded on a regular basis to ensure that children are helped to move on to their next stage of learning. Planning is very thorough and staff make good use of their focussed observations of children to ensure that weekly plans

are matched very effectively to individual needs. Children with learning difficulties and disabilities are very well supported and make good progress. Staff have good subject knowledge of the Foundation Stage curriculum. They aim to continue to develop the planning and assessments systems, to ensure children are supported through the stepping stones towards the Foundation stage of learning.

Children have a positive attitude, they are keen to learn, try new skills and they make good progress. They are developing an extensive understanding of number, reading and writing through activities and equipment which are designed to build on what they know and challenge them to explore further. For example, staff showed a child a laminated photo book of mini beasts, she reminded her that they had previously counted the number of legs the cricket had, and could she remember? Child responded and held up five fingers. This activity was extended further by staff to engage the child's interest further.

Children are motivated and engrossed in a broad range of purposeful and developmentally appropriate indoor and outdoor activities. They are enthusiastic as they make choices about their activities and care. Children enjoy exploring different mediums such as clay, paint, play dough and they use a wide range of appropriately sized tools. Children were absorbed as they worked together to build an elaborate Buddha temple with bricks and clay. Staff ensure children take pride in their work and achievement's. For example, children's contribution to the temple was labelled with their name and a description of what they had made.

Staff listen intently to the children and respond appropriately, helping children to feel good about themselves.

### **Helping children make a positive contribution**

The provision is good.

Children are able to enjoy a wide variety of multi-cultural resources, activities and planned themes, these help to develop their understanding of the world around them. Children with English as an additional language receive good support from staff. A variety of methods are used to promote and acknowledge their home language, These include; sign language, symbols, repetition, bilingual books and some staff members speak dual languages. This further enhances children's sense of belonging. Children's social, moral, spiritual and cultural development is fostered.

Children with special needs are fully integrated into the nursery. Management and staff maintain close liaison with parents and support from outside agencies to develop individual educational plans. Staff are able to implement targets set for children's individual learning. For example, staff have a good understanding of how to use individual learning strategies and adapt activities for each child who need extra help, so that they can support, guide and facilitate learning. All children are valued and this inclusive approach ensures all children are able to develop at their own pace.

The support given to the children with profound learning difficulties, disabilities and complex medical requirements is a strength of the setting. The affectionate, gentle

and highly stimulating care given by staff ensures that the children understand that they are valued by, and important to, their carers. For example, children participated in fun ball game. They were encouraged to communicate effectively as the staff use a variety of strategies such as echoing, mirroring and use of sign language to demonstrate parts of their bodies. The children enjoy being together, are finding their individual voices and learning to listen and respond.

Partnership with parents is good. Parents are invited to come into the nursery at any time where they receive information about the progress their children are making. Information is exchanged daily and parents comment that they are very happy with the amount of information they receive and they are very pleased with the progress their children are making.

### **Organisation**

The organisation is good.

Children benefit from good levels of supervision from an experienced and well-qualified staff who form a strong team. Good use is made of space to provide a safe and stimulating environment. Leadership and management of the setting are good. Strong enthusiastic leadership from the manager and deputy, with regular discussion between staff. Ensures that they are clear about their roles and responsibilities, and work well together as a team. Together they constantly monitor practice and plan for development. Clear policies and procedures are in place to support children's welfare.

Building work undertaken at the setting was not reported to Ofsted in line with the National Standards, which could compromise children's safety. However, the registered person is now aware of the mandatory requirement to inform Ofsted of any significant events.

Effective recruitment procedures ensures that staff are appropriately vetted and qualified. Staff are actively encouraged to undertake ongoing training, some have attended training on the Birth to three matters framework and the Foundation stage. Induction training ensures staff understand the policies and procedures which are regularly reviewed. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure Ofsted are informed of significant changes to the premises; before the event wherever possible. Where this is not possible inform Ofsted within 14 days of the event.
- ensure the child protection procedure includes details of procedures to be followed in the event of an allegation being made against staff or volunteers.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessments systems, to ensure children are supported through the stepping stones towards the Foundation stage of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)