

Windmill Nursery

Inspection report for early years provision

Unique reference number 220292
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Inspector Hazel White

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Windmill Nursery registered in 1968 and is privately owned and managed. The nursery is situated at Windmill Farm, in a rural setting but close to the centre of the village of Middleton Cheney. It serves the local community and surrounding villages in south Northamptonshire and Oxfordshire. The premises consist of converted farm buildings surrounding a central courtyard, where the setting's pets are housed. The converted barn is used by the pre-school children, with the two to three-year-old group using the opposite stable block. There is a large grassed area for outdoor activities. In wet weather, the courtyard or barn may be used.

The nursery is open five days a week from 8am to 5.30pm all-year-round. All children have access to an enclosed outdoor play area. The setting is all on one level with wheelchair access.

A maximum of 41 children may attend the nursery at any one time and there are currently 89 children on roll who are within the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 11 staff, eight of whom hold appropriate early years qualifications. Two staff are in the process of completing a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and become involved in a general range of activities and experiences that help them make steady progress in most areas of their learning and development. Secure relationships with parents and effective partnerships with others contribute to the development of a fully inclusive service. Staff demonstrate a positive attitude towards continuous improvement. New systems are being developed to ensure all staff are included in the self-evaluation process and improvements impact on all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities and experiences for children to develop their understanding of problem solving, reasoning and numeracy
- develop further resources which help children to find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning
- provide further resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- provide parents with the updated version of the child protection procedures.

The effectiveness of leadership and management of the early years provision

Staff are clear about their responsibilities in protecting children from harm. They have a sound understanding of how to recognise signs and symptoms of abuse and know the procedures to follow should they have any concerns. The safeguarding policy is shared with parents, however, they have not viewed the updated version which contains the latest contact numbers. This could delay the effectiveness in which a referral is dealt with. The setting has robust recruitment procedures in place to check staff's initial suitability to work with children and to ensure they know their responsibilities. Appraisal systems have recently been introduced to check staff's ongoing suitability and to understand their strengths and identify any training needs. Ratios are maintained throughout the day and additional staff are employed at lunch time to ensure that children are supervised at all times. A risk assessment of the premises has been conducted and this is reviewed annually which helps to ensure children's care and safety.

The registered provider and manager have clear roles. The provider oversees the running of the nursery and the manager leads the team and takes responsibility for day-to-day issues. The team work well together and are aware of the setting's policies and procedures and suitably implement these to promote children's welfare, safety and development. Systems are in place to evaluate practice and they are in the process of being reviewed. This is to make sure that they focus on improvements that will impact positively on all children. The provider is not clear where the gaps are in the provision. As a result, resources are limited in some areas of learning such as knowledge and understanding of the world, problem solving, reasoning and numeracy. This potentially affects children's learning overall. Following the action and recommendations of the last inspection, the provider has varied the registration to include children up to the age of eight years. Parents are now fully aware of the complaints procedure and the progress that their children are making because these procedures have been revised.

Good relationships are developed with parents and carers. They are well informed about the provision and are able to share quality information about their children's care needs. Parents are warmly welcomed and they receive detailed information about the nursery through monthly newsletters and an informative parents' notice board. Staff share information with parents about their children's learning and development. Children's assessment and development records are clearly explained to parents during open evenings so that they can see the progress that their children are making. Daily diaries provide a good link to home.

The nursery suitably promotes equality of opportunity overall, serving a diverse community. Children are valued and respected. They have access to some resources, play opportunities and activities which acknowledge cultural differences although these are limited and do not always represent the children attending. There are appropriate systems in place to support children with special educational needs and/or disabilities. Staff liaise closely with parents and other professionals to ensure children's needs are met and they are fully supported and included within

the setting. The nursery has developed links with other settings who are delivering the Early Years Foundation Stage, including other nurseries and the local school, which helps children with the transitions between settings.

The quality and standards of the early years provision and outcomes for children

Children are happy, secure and making steady progress in relation to their starting points. Observations made by staff and collated by the child's key person, are generally well used to support them in planning activities which will interest them. Children have free play and effective use is made of both the indoor and outdoor environment to extend the opportunities for children. For example, children often choose to play outdoors, either in the garden on climbing equipment or in the barns completing obstacle courses and practising their throwing and catching skills. Planning covers all of the six areas of learning. However, children have few opportunities to operate programmable toys and learn about information technology. Children are learning about the wider world through some planned experiences inspired by various religious and cultural festivals. For example, children enjoy taking part in the nativity play at Christmas. Resources to help children further learn about a diverse society through their play and to promote their understanding of the wider world are limited. Therefore their knowledge may not be fully enhanced.

Staff use open-ended questions to encourage children's language skills and help them to think and to problem solve as they play. Children readily chat to adults and join in conversations. Mark-making and pre-writing skills are evident throughout the nursery as children draw, note, and use diaries to record pretend appointments, supporting children's understanding that print carries meaning. They access books and listen intently to their favourite stories extending their love of books and their understanding that words carry meaning.

Children can practise their numerical skills and develop an understanding of quantity, size and shape as they build structures with bricks and discuss which is the tallest and the smallest. They count everyday objects and have jigsaws which they learn to piece together. Children use their imaginations well. For example, they mix oats and glitter together to make reindeer food and dress up in a range of clothes which supports their fantasy play. Children recall being very excited about preparing for the nativity play which they performed in front of their parents.

Children are sufficiently helped to consider and value diversity and cultural differences. Some books reflect positive images of people in society. They touch on some activities inspired by religious and cultural festivals. For example, children celebrate Christmas, Diwali and the Chinese New Year. Staff appropriately consider the different needs of individual and groups of children. Boys and girls and those with special educational needs or English as an additional language are treated equally. Staff seek advice from parents and other professionals as and when necessary and work together to suitably support each child.

Children are made aware of potential risks and how to prevent accidents, for example, they know not to run inside in case they should fall or bump into others and to use climbing equipment with care in the outdoor area. Children take part in fire drills and some activities are planned and implemented around road safety. Children are well behaved and treat others and property with care and respect. They take turns in conversation, display good manners and help others when appropriate. Staff lead by example and encourage an atmosphere of cooperation and calm, they recognise and reward good behaviour and effort by praising children.

Children learn the importance of hygiene routines as they develop independence in their personal care. They are reminded to wash their hands after visiting the toilet and put used tissues into a bin to prevent the spread of germs. Children develop an awareness of the benefits of healthy eating as they enjoy a range of healthy snacks such as fruit, raw vegetables and crackers. They also use the vegetables they grow to make soup. A jug of water and beakers are available for children to help themselves during the session to prevent them becoming dehydrated.

Children are suitably safeguarded because some staff have a current paediatric first aid certificate. There are appropriate procedures in place for staff to follow if a child becomes unwell and parents give their consent for medical treatment or advice to be sought in an emergency. Children have good opportunities to play outdoors and benefit from the fresh air and exercise. They climb up nets, bounce on the trampoline and dig soil in readiness to grow plants. Children learn to handle birds and animals with care They check that they have got food and water and are warm and dry.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met