

Windmill Nursery

25 Church Lane, Middleton Cheney, Banbury, Oxfordshire, OX17 2NS

Inspection date	05/11/2012
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and enjoy their time in the setting supported by the warm and friendly environment and the attentive and caring staff.
- Children are well behaved, self-assured and are making steady progress in the Early Years Foundation Stage.
- Staff have a sound knowledge and understanding of individual children using an effective key person system that ensures children form strong and secure attachments.
- Partnerships with parents and other agencies and providers are strong and support children's well-being and development.

It is not yet good because

- Policies and procedures for health and safety and assessing risk are not sufficiently well-developed to fully support children's welfare.
- Systems for the supervision of staff to ensure they are supported to further develop skills that fully promote children's learning are not well established.
- Monitoring and evaluation of the quality and standards of the setting are not sufficiently robust to ensure staff practices are consistently effective.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two buildings used by children and outside in the garden.
- The inspector spoke with the setting manager, owner and staff at appropriate times.
- The inspector looked at children's files and records, planning documentation and policies and procedures documentation.
- The inspector also took account of the views of parents, spoken to on the day.

Inspector

Maggi Hunt

Full Report

Information about the setting

Windmill Nursery opened in 1968 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It 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. The nursery serves the local area and is accessible to all children. It operates from 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 enclosed, grassed area and a barn and central courtyard for outdoor activities.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications, mainly at level three. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 56 children attending who are within the early years age group. The nursery provides funded early education for three- and four- year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that clear and well understood policies and procedures for health and safety and assessing risk are in place so that hazards and risks are identified and dealt with appropriately
- develop appropriate arrangements for the supervision of staff to ensure that support, coaching and training to promote children's learning is embedded in practice.

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

- implement robust systems for monitoring and evaluating the delivery of the educational programmes and the quality and standards of provision to ensure staff practices are consistently effective.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in the Early Years Foundation Stage is, generally, well-supported by staff who have a secure knowledge and understanding of how young children learn and develop. A wide range of activities captures children's interests across the seven areas of learning. Children's language development and communication skills are fostered through regular conversations with staff during activities and at mealtimes. Staff show genuine interest in children's conversations and support them to share their experiences. Most staff show a good understanding of effective teaching and support children's learning well through timely interventions, well planned activities and the use of questions that

encourage children to think. However, on occasions, less qualified and experienced staff do not consistently encourage children to explore possibilities or pay equal attention to all the children in a group activity. On these occasions children's learning is not maximised.

Children have good opportunities to develop mathematical skills. Staff use every day as well as planned activities to support this area of learning. Children count regularly, for example, older children count the number of children leaving the garden. They are also beginning to recognise numerals when they access computer games and thoroughly enjoy drawing shapes in the air and identifying how many sides each one has. Younger children explore positional language, for example, 'near to' and 'behind' and make links as they put items, such as, pasta shapes, into rows and sequences. Children have a growing understanding of the world through themed activities, such as, autumn and Diwali and confidently talk about features of their own and wider environments.

Children's imagination is well supported through a satisfactory range of role play and small world toys. Younger children play with dolls, as they discuss how their siblings are growing, and imitate dressing them and changing their nappies. Older children are challenged to further develop their imagination and critical thinking. For example, a walk to nearby fields led to an extended game about getting stuck in mud and needing imaginary ropes to haul themselves out and on returning to the setting children made shelters in the courtyard. They also explore and use an appropriate range of media and materials to support their creativity. Children's early literacy is developing well. Items in the playroom are appropriately labelled and children are beginning to recognise simple words. They are also developing skills in using and recognising letter sounds.

Staff provide a satisfactory balance of adult-led and child-initiated activities. For example, when playing outside children use their imagination as they devise games using the play-house and other equipment but staff also lead a parachute game with fallen leaves. They encourage children to join in as they sing and toss the leaves, supporting their physical development and also helping them to learn about cooperation and perseverance, through a highly enjoyable activity.

An effective system of planning, based on both the child's interests and observations, supports children's learning. Close attention to each individual child's progress ensures that all children, including those who speak English as an additional language and those with special educational needs and/or disabilities are supported to develop in their learning. Parents share information when children are new to the setting to ensure children's starting points are fully assessed. Ongoing observations are carefully evaluated to support children to make progress by identifying the next steps for their learning and parents continue to share information about their child's learning at home and about their interests and this information also informs planning. Parents receive informal feedback each day, but also have more detailed information in written summaries and at parents' evenings. Planning is sufficiently flexible to meet the needs of individual children. For example, when a child brought in some plastic dinosaurs, staff and children worked collaboratively outside and indoors to devise activities that all children enjoyed, to reflect and develop this interest.

The contribution of the early years provision to the well-being of children

Children feel secure in the setting because staff are kind and caring role models. The key person system supports them in making secure attachments and ensures a focus on children settling well into the setting as well as their ongoing development. In addition, the setting has a 'Buddy' system to ensure that another member of staff can act as a direct contact for parents in the absence of the key person.

Children are self-assured and confident. They cooperate with each other in their play and readily talk to visitors about what they are doing and about their lives. They are supported to develop their independence as they get to know routines and access activities and resources freely. Behaviour is good. Staff have clear boundaries for acceptable behaviour which children abide by and the consequences of any unacceptable behaviour are carefully explained to children. Children's understanding of how to stay safe is enhanced through regular reminders.

The children develop appropriate self-care skills, for example, all children are encouraged to find and put on their coats and wellington boots. They are aware of and follow routines, for example, to support hygiene and when eating. There is a good focus on physical activities through play. Children access the well-resourced garden where they can climb, dig and engage in role play and also use wheeled toys and other equipment in the courtyard and barn. Local walks also support not only their physical development but their knowledge and understanding of the wider world.

Children are well-supported for the next stage in their learning as they move both within the setting and into school. When children start school, well-established partnerships support a smooth transition, these involve mutual visits and the sharing of relevant information about children's progress, learning and development.

The effectiveness of the leadership and management of the early years provision

The recently appointed manager has a clear awareness of her responsibilities and accountability and is committed to raising standards throughout the nursery. She accurately identifies both the key strengths and the areas that require improvement in the setting. She is aware of the areas linked to children's welfare that require attention, notably, the reviewing and updating of policies and procedures to ensure children's safety through more robust systems for accurately assessing and minimising risk. The new manager has, together with the owner, already started to address a number of these issues. However, self-evaluation does not, as yet, include a developmental plan that indicates how and when weaknesses will be addressed or that involves all staff, children and parents.

Staff work closely together and discuss their practice informally to bring about improvements. Overall, children's progress is monitored, but there is no comprehensive system for monitoring both the delivery of educational programmes and the quality of standards across the nursery to ensure staff practices are consistently effective. Ongoing

monitoring of staff, through observations and regular supervision, is not robust and, as a result, staff are not sufficiently well-supported in their professional development.

The arrangements for safeguarding children are sound. Staff have a good understanding of child protection issues and they know how to deal with any concerns they may have about a child. Staff have good knowledge about the support available from external professionals and access it, when necessary, working closely with parents, to ensure children's well-being and development is supported and their needs met. Parents speak highly of the nursery and commend it to others. They find staff friendly and comment favourably on the play opportunities offered to children, particularly in the outdoor environment. They feel that staff know their children well, that they are making progress in their learning and they thoroughly enjoy attending the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	220292
Local authority	Northamptonshire
Inspection number	886547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	56
Name of provider	Windmill Nurseries Limited
Date of previous inspection	06/01/2011
Telephone number	01295 712964

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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