

Windmill Nursery

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

Inspection date	13/08/2013
Previous inspection date	05/11/2012

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

- Young children's emotional security is met effectively, beginning with a well-planned settling-in procedure that ensures children are settled and happy. Partnership working is good with a regular two-way flow of information with parents and between practitioners.
- Children gain an understanding of the need for a healthy diet and physical exercise. They are involved in planting, growing and harvesting fruit and vegetables in the nursery garden, and they take part in a daily exercise routine, promoting physical and mental health and building concentration levels.
- Policies and procedures, which have been recently updated, are read and understood by staff. Policies are implemented into daily practice and are on a rolling programme to be reviewed.

It is not yet good because

- Practitioners involved in preparing and handling food have not received training in food hygiene.
- Children's next steps are not identified as part of the assessment process and therefore, are not fed directly into the daily and weekly planning to promote children's individual development and learning.
- While children's behaviour is well managed, there is no named person responsible for behaviour management.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked closely at the indoor and the outdoor areas used by the children during the inspection.
- The inspector checked evidence of suitability and qualifications of the manager and other practitioners, and staff ratios in conjunction with the provider's daily registers.
The inspector looked at risk assessment documentation, including daily risk assessments and risk assessments for outings, plus a variety of policies and procedures such as, safeguarding and child protection.
- The inspector took account of the views of parents and children spoken to on the day, and of views of parents as provided in their written feedback.
- The inspector looked at children's assessment records, development records and planning documentation.
The inspector held separate and joint meetings with the manager and provider and took account of information included in a self-evaluation form, currently being prepared for Ofsted.

Inspector

Tracy Burn

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 nursery's pets are housed. The pre-school children use a converted barn while children aged from two to three years use the opposite stable block. There is an enclosed large grassed play 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 to level 2 and 3. The nursery opens Monday to Friday all year round from 8am to 5.30pm. Children attend for a variety of sessions. The nursery runs as a 'holiday club' during the school holidays with places offered to children aged up to seven years. There are currently 65 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 all practitioners involved in preparing and handling food receive training in food hygiene
- ensure that there is a named practitioner responsible for behaviour management, and make sure that person has the necessary skills to advise other practitioners on behaviour issues and to access expert advice if necessary
- identify next steps in children's learning through the assessment process in order to effectively match planning to learning to promote their progress more consistently.

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

- develop further systems to ensure that reflective practice continues to identify strengths and priorities for development and that the targets set to achieve continual improvement are effectively implemented.

Inspection judgements

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

A vast array of equipment supports children's physical development and is suitable for all ages and stages of development. The managing practitioner has a clear understanding of how children's learning is richly promoted outdoors and ensures that daily routines provide free-flow access to the outdoor courtyard. This area enables children to pedal tricycles and ride on scooters at sloped angles. As a result, their physical skills are challenged. Further planned opportunities for outdoor play take place during morning and afternoon sessions in the large enclosed grassed garden. This area offers rich stimulation with an assortment of equipment such as, a musical washing line, a talking tree that hosts tubing with telephones, a giant counter game and various climbing frames. Additionally, there is a separate garden area with wood bark chippings, tree logs, tyres, a variety of crates and a playhouse providing children with areas to explore.

There is a range of resources available for children to support their early mathematical development both indoors and out, particularly in relation to space, shape and measure. For example, children make predictions and estimate how far balls are going to roll down parachutes, positioned at different angles. Children play and explore with plastic bottles tied onto railings with the bottoms cut out for them to pour water through using tubes and funnels, and to work out how and where the water is going. Children's mathematical thinking and their exploratory skills are promoted outdoors while they hunt for various mini-beasts because practitioners extend children's thinking by asking questions for example, 'How many woodlice can you see? And how many legs does a spider have?' when a spider is discovered by a small group of children. Children are actively encouraged to use their hands while searching through a readily available, low trough full of dry leaves.

Various programmable toys support children's developing awareness of early technology. For example, a computer with appropriate software installed, walkie-talkies and programmable mini-beasts are most popular with the children. Young children delight in pressing buttons and understand that by doing this, different things happen, such as spider legs move in different directions. The managing practitioner is skilful in supporting this and demonstrates other uses to children. For example, she points out patterns on the bottom of a programmable spider's leg and suggests using ink to make spider footprints. Children appear enthused and follow her lead for themselves. Practitioners make the range and type of activities and experiences known to parents and carers by noting them on a white board for parents and carers to see. This ensures that parents can share and extend learning at home.

Practitioners have a satisfactory understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. However, practitioners are not continuously observing children and using this information to inform and guide the activities planned for them. This means that children's next steps for future learning are not consistently identified, so that children working within varying age bands are making satisfactory progress, as opposed to good. Underpinning documentation is

newly implemented and while tracking documents are in place, children's starting points are not clear. Consequently, it is sometimes difficult to track children's individual progress. However, much thought and consideration is being given as to what is the best approach to take so that what is implemented is most effective in supporting children's learning and developmental needs.

Educational programmes and documentation are currently being reviewed in line with the Early Years Foundation Stage guidance. The managing practitioner knows how she intends to better support room leaders to move children onto identifying the next step in their learning. Workshops are planned to update practitioners' knowledge and understanding of the Early Years Foundation Stage with particular focus on ongoing observation and assessment. For example, to ensure that children's observations are evaluated to provide further information to support learning. Systems to monitor and track children's progress more effectively using cohort trackers in addition to individual ones are planned for September.

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

Practitioners demonstrate warm and friendly behaviour toward children, and show genuine empathy when children are beginning to settle in the nursery environment. Practitioners encourage settling-in visits so children can become familiar with their new surroundings and meet children, soon to become their friends. Children routinely use a range of art and craft materials to make and create, with glue and glitter proving a good distraction for children who may become upset during initial separation periods.

Building positive relationships with parents has a good effect on children's emotional well-being. Feedback received from parents, suggests that they are really happy with the way current practitioners work with their children and comment on how settled their children are in their care. Parents appear to know the practitioners well and say how friendly and approachable they are, they also confirm they would know how to make a complaint should the need ever arise.

The practitioners are aware of their role in ensuring children are well supported as they move into nursery or school. Good lines of communication are in place to aid this process for children, parents, and room leaders. For example, local schoolteachers are invited into the nursery to observe children in their familiar environment before they move onto school. This promotes partnership working and aids a smooth transition. Practitioners celebrate children's move from nursery to school, with a 'graduation ceremony'. Good partnerships with parents are maintained as practitioners invite parents and carers to share in the celebration, marking their children's last day at nursery. Practitioners offer encouragement and praise to children as they dress in robes and wear a graduation cap.

A key strength of this early years provision is the managers updated knowledge and understanding and glowing enthusiasm and motivation for promoting good health and nutrition having recently completed a 'striving for quality' course. This is reflected through the implementation of a daily exercise routine for children, which involves a five-minute warm up, a short strenuous routine followed by a 'cool down'. Information is available for

parents about the importance of exercise and this programme has had a positive impact it has on children's concentration. Children's responses are very positive to their new daily regimes. For example, at the end of their morning warm-up session, children chant, 'Can we do more, can we do more? Is our heart pumping fast?' Children are encouraged to devise their own routines and practitioners marvel how they later catch glimpse of children practicing their routines during free-play. Parents comment positively, 'It's fantastic. He's taught the whole family at home.' Others enthuse that children teach parents new moves at home.

Snacks that consist of fruit and breadsticks also promote their good health and as this is presented as 'rolling snack' children are able to make independent choices. Although, the staff who prepare snack have not had training in food hygiene, which is a requirement of the Early Years Foundation Stage. Many opportunities are provided for children of different ages to play together. This supports children's social development and their understanding of sharing and turn taking. The managers realistic expectations for children's behaviour contribute to their understanding of becoming socially aware. Sand timers are used to ensure equal amounts of time for children are spent accessing computer software. Children are praised for their efforts and stickers are allocated to reward positive behaviour, although there is not currently a named practitioner responsible for behaviour management at the nursery, which is a requirement of the Statutory framework for the Early Years Foundation Stage. While practitioners are naturally intuitive about how they interact with children, for example, they capture children's attention as they play and effectively engage with the children to maintain their interest, they are not constantly aware of how to support, nurture and guide children's learning. This means that children's care is not currently tailored to meet their individual needs.

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

The manager understands her role and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a direct result of the nursery manager having recently obtained the early years foundation degree, the process of self-evaluation is underway, although not yet well embedded into practice. This level 5 qualification has had a positive impact on the manager's knowledge and understanding of the early years, and crucially, the importance of self-reflection and reflexive practice. The manager is in the process of cascading down her newfound knowledge to her team of early years practitioners, whom are mostly qualified at level 3. Shared knowledge and understanding will enhance provision and build team moral. All practitioners are encouraged to become involved in the completion of the self-evaluation form. The manager is highly motivated and demonstrates much enthusiasm as she discusses plans for future developments. Her clear drive for improvement is evident as planned actions to overcome weaknesses are currently being prioritised to meet with the requirements of the Statutory framework for the Early Years Foundation Stage. The liaison with the local authority Early Years Improvement Team has resulted in the nursery moving from a red rating to an amber one, which is in line with the satisfactory grading of this inspection.

The manager has a sound knowledge of safeguarding young children and assures that her knowledge is cascaded down to other practitioners. Clear policies and procedures have recently been reviewed and implemented concerning the use of mobile phones, safeguarding and child protection. The manager reflects on the environment and how hazards may be minimised. For example, she ensures that practitioners prevent children from climbing onto a disused trampoline that is to be removed having become worn and unsafe. Clear written documents support practitioners in assessing and reviewing potential risks to help maintain a safe environment for young children to play in. For example, risk assessments carried out daily, include checking areas for hazards, checking fridge and water temperatures, locking security gates accordingly and changing codes periodically. Regular fire practices take place on different days and at different times to ensure all children and practitioners are familiar with procedures. Most nursery staff hold current paediatric first aid certificates. Accident records are kept and monitored to ensure emerging patterns are identified, while administration of prescribed medicines for children are recorded accordingly.

Performance management systems are used to encourage practitioners to self-reflect and identify their own areas for continuous improvement. They do this by carrying out peer on peer observations and complete reflection forms to identify points for their colleague's professional development. In addition, supervision meetings take place with staff, further promoting their development.

The practitioners have positive relationships with parents and carers. There are good information sharing systems to ensure that children receive continuity of care. Daily communication books and the children's developmental record folders provide opportunities for parents to share information about young children's well-being, learning and development. Parental questionnaires are routinely issued to seek the views of parents and carers. Partnerships with other settings and feeder schools contribute to the children's well-being.

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
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.
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.
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.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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	931360
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	05/11/2012
Telephone number	01295 712964

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

