

# Windmill Nursery

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

<b>Inspection date</b>	31/01/2014
Previous inspection date	13/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Quality teaching provides children with a range of interesting experiences and challenges that are relevant to their individual learning needs and interests. This ensures that children, including those with special educational needs and/or disabilities, make good progress and enjoy their learning.
- The leadership have significantly increased the quality of provision since the previous inspection, reflecting and acting upon actions and recommendations, as well as priorities identified for themselves. This has had a positive impact on the learning experience and environment encountered by children and their families.
- Staff have a robust understanding of safeguarding policies and procedures, as well as the importance of keeping children protected within the nursery. The importance staff place on safeguarding helps to keep children safe.
- Partnerships with parents are good, they are involved in their children's care and learning. This is supported through an effective key person system that also helps children make secure attachments.

### It is not yet outstanding because

- The organisation of the indoor environment does not always ensure that children can help themselves to and use the widest range of resources available.
- The pace of adult-led activities, particularly with younger children, means that occasionally children's interest in them is not fully maintained.

## 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 conducted a tour of the premises.
- The inspector observed activities within both main indoor play areas and the outdoor area.
- The inspector conducted a joint observation with the manager.
- Assessment records, planning documents, policies, qualifications of staff and their suitability was checked. Safeguarding policies and procedures were also scrutinised.
- Discussions were held with parents, staff and children.
- A meeting with the manager was held.

**Inspector**  
Ben Hartley

## 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 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 six members of childcare staff, the manager has a relevant qualification at level 5. She is working towards a qualification at level 6. Four other members of staff hold appropriate early years qualifications at level 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 36 children attending, who are within the early years age group. The nursery provides funded early education for two-, 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 further improve the quality of the early years provision the provider should:

- review the organisation of the environment, so children can consistently help themselves to the resources they need to fully support their play and learning
  
- review the organisation of adult-led activities, in order to maintain younger children's interest more effectively.

### Inspection judgements

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

Overall, quality of teaching is good. Staff communicate well with children, allowing them opportunities to develop their own ideas and strengthening their own language skills. Children enjoy the opportunities to engage in independent play activities and follow their own interests. For example, when children find some worms outside, staff get paper and magnifying glasses so children can fully explore the characteristics of the worms and learn more about what they have found. They also ask some good questions about the worm's

characteristics, in order to help further children's understanding and lead them to ask some of their own questions. This teaching has a positive impact on the progress children are making, including those with special educational needs and/or disabilities. Progress is also supported by good, effective planning that has recently been imbedded throughout the nursery. It is now much more closely linked to the assessments undertaken by staff and means that the nursery are providing more individualised plans for the next steps in children's learning. However, some adult-led activities are not sufficiently well-organised to ensure that younger children remain fully engaged. For example, during cooking activities younger children must wait for sustained periods without a task to complete.

The pre-school room in the nursery are taking measures to increase children's readiness for school. For example, children conduct experiments where they try to predict the outcome. For example, they place bread in different environments and considering which will go mouldy the fastest. This allows children to reason, to increase their ability to think independently and to justify their thoughts or chosen perspective. These experiments engage and interest children, garnering their attention. The pre-school are also beginning to build up a phonics book, in order to support children with the acquisition of language and letter skills, which will support them in the next stage of their learning. Children have opportunities to use information and communication technology, such as cameras to record different aspects of their play. For example, children enjoy recording each other singing familiar songs and watching it back on the camera.

Parents spoken to during the inspection commented very positively on the relationship they had with the nursery. Not only did they find staff welcoming, friendly and affectionate towards their children, they also commented on how well learning is shared. This allows them opportunities to build on their child's learning at home. Children are eager to learn and to develop their understanding further, asking appropriate questions and showing their ability to persist with activities for a sustained period of time.

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

Children are happy and settled within the nursery and they enjoy the calm environment. This allows staff to focus on children's learning. Children have formed secure attachments and bonds with staff and are developing strong relationships with their peers. This is partially facilitated through an effective key person system that allows a meaningful relationship, which involves all the family, to be developed. This helps support children in their learning and has a positive impact on their secure emotional well-being. Staff demonstrate a good level of care and affection for children, as well as a sound knowledge that allows them to provide a range of interesting activities. Staff are deployed appropriately to maintain a high level of supervision. Children are allowed opportunities to take manageable risks, particularly in the outdoor area, where a good range of resources enable children to engage in various different types of play. Although, the environment is well-organised it is not always used to its full potential. For example, at times during the day, particularly during the setting up of activities and snack times, the environment is occasionally less inviting and stimulating for children. This is because their access to the normally wide range of resources is more limited.

The nursery also take very positive measures to promote children's understanding about maintaining healthy lifestyles. For example, the children take part in a series of activities at the start of the morning and afternoon session. This time is used effectively and children are enthusiastic about the activities they take part in, eagerly predicting the next elements of the routines. Snack times also provide a range of nutritious food and drink for children. Staff give appropriate consideration to the importance of drinking water and ensure its available at all times.

The environment is safe, secure and well-maintained; consequently, children are kept safe. Risk assessments and policies that are closely understood and adhered to by all staff also enhance children's safety. Staff demonstrate a good understanding of the importance of safeguarding children and make it a very high priority within the nursery. For example, staff follow procedures in relation to any child protection concerns they have, writing on the designated information sheet and sharing their concerns with the manager. The manager treats these disclosures seriously, maintaining an appropriate record and following appropriate procedures. Children within the pre-school make positive behaviour choices and this is supported well by all staff. Staff use strategies in order to promote positive, turn-taking behaviour. For example, they use an egg timer to support children in sharing resources. Children respond positively by sharing their toys.

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

The nursery is managed effectively with several senior, well-qualified staff supporting the manager. One of these senior members of staff assumes overall responsibility of the nursery in the absence of the manager. The manager is very enthusiastic and this is also instilled within staff. They demonstrate a robust understanding of the nursery's safeguarding policies and procedures and take appropriate action when necessary. All staff place the highest importance on safeguarding and understand that this is an integral part of their role within the nursery. For example, there is robust documentation relating to any safeguarding concerns that staff have. There is also evidence that these concerns are shared with the manager and then parents, if required. The manager has a thorough understanding of her role in helping maintain children's safety within the nursery. The nursery have thorough procedures in place relating to the recruitment of staff. This, alongside retaining a well-qualified staff team, helps to ensure that only suitable adults have access to children and adds to the overall quality of the nursery. The deployment of staff is carefully considered, to ensure that children are appropriately supported and supervised at all times. This includes when staff are absent because they are attending training.

Staff within the nursery are reflective of their own practice and the nursery has undertaken some very positive changes following the previous inspection. For example, planning is now much more closely linked to assessments of children's progress. This enables the nursery to provide individualised learning opportunities that target the next steps in children's development. The nursery also undertake regular peer-on-peer

observations. This helps staff maintain a level of high quality teaching. Staff are committed to professional development and attend regular training linked to their specific needs. The team is highly qualified and this has a positive impact on the overall quality of the provision. The manager of the nursery continues to strive to improve her own knowledge and skills as she works towards a level 6 qualification. This has had a positive impact on practice and in particular the manager's ability to reflect critically on practice and make improvements to the overall quality of teaching.

Parents are involved with the nursery at all times and have very regular communication with staff about their children's learning and care. For example, the younger children have a daily diary to inform parents about how their child's care needs are met. They then have additional time at the end of each session to communicate with staff and discuss in more detail the learning that has been undertaken. Staff also work with outside agencies to provide individualised care for children, particularly those with special educational needs and/or disabilities. For example, they have strong links with the speech and language therapist. This has resulted in a significant improvement in some children's communication and language skills and demonstrates that the nursery's partnership working is effective.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	220292
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	952604
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Windmill Nurseries Limited
<b>Date of previous inspection</b>	13/08/2013
<b>Telephone number</b>	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, 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.

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