

Windmill Day Nursery

Yarburgh, Highfield Road, East Grinstead, West Sussex, RH19 2DX



Inspection date	17 November 2017
Previous inspection date	21 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development. They move freely between the play rooms and independently help themselves to the wide range of resources available to them.
- Children who have special educational needs (SEN) and/or disabilities are well supported. There is a close partnership with other professionals involved in their lives. Staff implement guidance received to enable gaps in their learning to be minimised.
- The manager evaluates the quality of the provision through a number of ways, such as detailed action plans and reviews of the learning environments. The views of all staff, children and parents are included in the process. Together, they have identified further areas to prioritise so that there are continuous improvements.
- Staff work well with parents and keep them fully informed about their child's learning and development. Parents say that their children settle quickly and that their language skills have increased since they have started to attend.

It is not yet outstanding because:

- Occasionally, the organisation of some group activities, such as transition times between routines and activities, leads to younger children becoming distracted and not being fully engaged.
- At times, the attentive staff do too much for children during children's self-chosen play and miss opportunities to extend their own thoughts and ideas.

What the setting needs to do to improve further

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

- consider how the transition from one activity to another is organised and make it easier for younger children to be more engaged and actively involved
- review teaching strategies and help enable children to consistently extend their own thoughts and ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact of these activities on children's learning.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of suitability for the committee members and of staff working with the children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

Management and staff work well together. They have made significant improvements since the last inspection. The manager has implemented effective support for staff ongoing training and development to help improve the quality of teaching. For example, there has been a focus on supporting children's speaking skills and their mathematical understanding. Monitoring of staff practice is having a significant impact on the improvement in their knowledge about how to effectively assess children's progress. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to follow if they are concerned about children's welfare. Management recruits effectively, and it checks all staff and committee members' suitability for their roles.

Quality of teaching, learning and assessment is good

Staff are well qualified and very attentive to children's needs. They effectively plan and use children's interests to help provide activities that appeal to them. For example, children have fun in the pretend ice-cream parlour. They use creative materials to make ice-cream cones and they take on specific roles, such as being a shopkeeper. Staff effectively use the opportunity to extend children's language skills. Children who speak English as an additional language are helped to make connections in their learning. For example, staff introduce new words and skilfully use signs, pictures and toy animals to reinforce their understanding. Older children have fun flying paper aeroplanes and some attempt to make their own models. Staff encourage younger children to explore textures. For example, they learn how to make marks using sponges and their fingers, and this supports their hand-to-eye coordination skills.

Personal development, behaviour and welfare are good

Staff know children well and an effective key-person system helps new children to settle and feel secure. They consistently promote independence skills. For example, older children confidently serve their nutritious meals. Staff promote good hygiene routines and encourage good eating habits. They encourage babies and toddlers to feed themselves. Staff follow home routines, such as sleep patterns, to help ensure that there is consistency in children's care and welfare. They promote children's physical skills, their understanding of the world and their safety at all times. For example, they take children on visits to the forest and complete activities, such as climbing and building dens.

Outcomes for children are good

Children have positive attitudes to learning and are gaining the skills they need to move on to school or their future learning. This includes children who have SEN and/or disabilities and children who speak English as an additional language. Children recognise their own names and letter sounds. Some older children show that they can write simple words and all children show an avid interest in early reading.

Setting details

Unique reference number	113832
Local authority	West Sussex
Inspection number	1079199
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	33
Number of children on roll	58
Name of registered person	Windmill Day Nursery Committee
Registered person unique reference number	RP902050
Date of previous inspection	21 November 2016
Telephone number	01342 328544

Windmill Day Nursery registered in 1992. It is open from 7.30am to 6pm on Monday to Friday, all year round. The nursery employs 13 staff. Of these, three staff hold early years professional status and seven staff hold early years qualifications at level 3. The setting supports children who have SEN and/or disabilities. It also supports children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2017

