

The Windmill Pre-School

Windmill Nursery, Bolford Street Hall, Thaxted, Dunmow, Essex, CM6 2PY



Inspection date

21 March 2018

Previous inspection date

5 December 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 arrive happy and quickly settle into this calm and welcoming pre-school. An effective key-person system is in place and staff understand the individual needs of all children.
- Staff support children's acquisition of language very well. They facilitate conversations and listen to children's views with interest. Children express their ideas and take turns to talk. They listen to their friends and demonstrate good communication skills.
- Children's play is valued. Staff deploy themselves effectively to engage with children and encourage them to learn.
- Staff support children who have special educational needs and/or disabilities very well. For example, they work closely with other professionals and implement specific activities that enable children to make good progress in relation to their starting points.
- The environment is welcoming. Staff are positive role models and the atmosphere is calm, purposeful and conducive to learning.

It is not yet outstanding because:

- The monitoring of the assessments of some children's learning is not always rigorous enough to consistently secure the very best possible outcomes for all children.
- The manager has not fully implemented ways to raise staff knowledge and the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- implement the monitoring of assessments more effectively to ensure that children's learning and the progress they make are clearly understood by all staff, so they can target the teaching even more precisely
- strengthen professional development opportunities to help raise the quality of staff practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.
- The inspector spoke with staff and children during the inspection.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm understanding of a wide range of safeguarding issues, including the procedures to follow to report concerns. Staff receive regular safeguarding training and updates, further supporting them in their roles. Staff feel supported and valued by the manager. Self-evaluation is effective. The pre-school manager involves her staff team and parents to reflect on the quality of the provision and drive continuous improvements. Parents are happy with the care their children receive at the pre-school and feel supported to continue children's learning at home. They comment positively on the frequent and informative feedback they get in regard to their children's progress.

Quality of teaching, learning and assessment is good

Staff support children well in their overall development. They plan an interesting range of challenging activities that takes into account children's interests and next steps in learning. Children enjoy group activities. They shriek with delight as they play circle games with a parachute and soft toys. Staff use this as an opportunity to support children's mathematical development. They encourage children to count as they lift the parachute and ask them to predict how high they think that the soft toys will go. Staff support children's imaginative play. They enjoy pretending to be pirates as they hunt for treasure. Children proudly show staff the treasure maps they have created using a range of craft materials.

Personal development, behaviour and welfare are good

The staff team is long standing and all staff know children and their families very well. Children are consistently cared for by the same staff who understand their individual needs. They form strong emotional attachments with staff, who help them to feel confident and ready to learn. Children demonstrate an excellent understanding of the high expectations that staff put in place to enhance their awareness of positive behaviour. They show high levels of independence. For example, children independently wash their hands and follow good hygiene routines.

Outcomes for children are good

Children are happy. They show good levels of concentration and involvement in activities. Children confidently communicate with their friends and staff. They are motivated to learn and make independent choices in what they would like to do. Children are developing early literacy skills as they draw and create pictures. They have good imaginations as they pretend play and invite others to join their experiences. Children are developing the skills they need for the next stage of their learning, including their eventual move to school.

Setting details

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| Unique reference number | 402985 |
| Local authority | Essex |
| Inspection number | 1103788 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 34 |
| Name of registered person | The Windmill Pre-School |
| Registered person unique reference number | RP901771 |
| Date of previous inspection | 5 December 2014 |
| Telephone number | 01371831457 |

The Windmill Pre-School registered in 1998. The pre-school employs seven members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and one holds level 2. The pre-school opens Monday to Friday, during school term time. Sessions are from 9am to 2pm on Monday, Tuesday, Thursday and Friday, and from 9am to midday on Wednesday. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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