



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221788

DfES Number: 582046

### INSPECTION DETAILS

Inspection Date 28/06/2004  
Inspector Name Lorraine Hunt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Little Windmills Playgroup  
Setting Address Reach Village Centre  
Fair Green, Reach  
Cambridge  
Cambridgeshire  
CB5 OJD

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Lt Windmills Playgroup  
1033474

### ORGANISATION DETAILS

Name The Committee of Lt Windmills Playgroup  
Address Reach Village Centre  
Fair Green, Reach  
Cambridge  
Cambridgeshire  
CB5 OJD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Windmills Playgroup opened in 1989. It operates from the main hall and a smaller room in Reach village centre. Reach is a small rural village situated approximately 12 miles from Cambridge. It serves the local area.

There are currently 21 children from two and a half to five years on roll. This includes 4 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs but has no children currently attending for whom English is an additional language.

The group opens 4 days a week during school term times. Sessions are from 09.15 until 11.45, Monday to Thursday and 12.15 until 14.45 on Tuesday afternoons.

Four part-time staff work with the children and a retired infant teacher offers regular help in a voluntary capacity. Half the staff have early years qualifications to NVQ level 3. There are no staff working towards a recognised early years qualification. The setting has just started to receive support again from the Early Years Development and Childcare Partnership (EYDCP) after some months without a mentor.

### How good is the Day Care?

Little Windmills Playgroup provides good quality care for children aged two and a half to five years.

The staff work well together and children benefit from being cared for by a small experienced staff team. Staffing ratios are good. Children have access to a good range of interesting and varied activities, which ensures that they are busy and active throughout the session. Staff ensure that children have the opportunity for outdoor play at each session whenever weather permits. Resources support children's play and learning and many are accessible to children which enables them to make independent choices.

Children experience warm and caring relationships with staff and are very settled and happy. Staff know the children well and work alongside them to support and extend their learning. They show interest in what children say and do. Rules are applied fairly and consistently which helps children know what is expected of them. Staff treat all children as individuals and ensure that there are opportunities to learn about other cultures and about justice and equality through their play.

Staff have a good awareness of keeping children safe and most health and hygiene issues receive appropriate attention. Snacks are provided and dietary requirements obtained to meet children's individual needs. There are appropriate procedures in place to protect children and most policies are up to date. An operational plan is not yet in place.

The supportive partnership fostered between staff and parents enhances children's sense of belonging and gives them security. Parents are very supportive of the staff and feel able to approach them with any concerns. Information is exchanged to ensure children's needs are met.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to obtain written parental consent for the seeking of any necessary emergency medical advice/treatment, to ensure that at least one member of staff had a recognised first aid certificate and to develop policies for lost and uncollected children. Policies on complaints and child protection also had to be reviewed and updated to ensure that they included procedures to be followed in the event of an allegation being made against a member of staff and Ofsted's contact details.

All staff have attended a 12 hour recognised First Aid course. Consents and policies are now in place and give appropriate information so that children's wellbeing is promoted. Policies are available for parents.

#### **What is being done well?**

- There is a good balance of child initiated and adult led activities which support children's language, mathematical thinking, imagination, creativity and socialisation.
- A good staff : child ratio is maintained which enables staff to spend time with children on a one-to-one basis and in small groups. As a result children are well supported in learning and consolidating their knowledge and skills.
- Good behaviour is encouraged and valued. Children respond to the clear, firm and consistent guidance and behaviour management strategies used by staff. Children know what is expected of them and they behave well.
- Parents have a high regard for the staff and the care and education provided at the setting. They particularly appreciate the approachability of the staff, the information sharing and the way staff know and meet the individual needs of all the children.

**What needs to be improved?**

- the arrangements for hand washing, to minimize the risk of cross infection.
- the development of an operational plan
- the awareness of health and safety regulations, with particular regard to RIDDOR, and review of the health and safety policy to reflect this.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	develop an operational plan and make this available to parents
6	ensure that staff know about health and safety regulations, with particular regard to RIDDOR, and that the health and safety policy reflects these requirements
7	review the arrangements for hand washing to ensure that the risk of cross infection is minimized

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Little Windmills Playgroup is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a working knowledge of the Foundation Stage which enables them to provide a wide range of activities that help children make progress in all areas of learning. However plans do not identify clear learning intentions, show differentiation nor are they informed by children's progress records.

Staff have good relationships with children, know them well and are interested in what they say and do. Children respond well to the positive behaviour management. However all opportunities to develop children's learning are not explored. Effective systems are in place to support children with special needs, so that they can make progress in the setting.

The leadership and management of the group is generally good. Relationships within the staff team are good and staff work well together. They deploy themselves well throughout the session to work alongside children at activities, giving support where necessary. The committee are supportive of staff and encourage staff training and professional development. Staff appraisals are not carried out.

The partnership with parents is generally good. Staff and parents have positive relationships and parents feel comfortable to approach staff with any issues that arise. Information is shared in a variety of ways. Parents complete child profiles, there are termly parents evenings for rising 5s and informal discussion takes place on a daily basis. Parents are given verbal information about the Foundation Stage curriculum at a parents evening. However parents who are unable to attend miss out on this information.

### What is being done well?

- Staff are caring towards the children, they take time to listen to them and skilfully use open ended questioning to help develop children's confidence, language and thinking.
- Children make good relationships with adults and their peers. They are happy, motivated to learn, interested in activities and confident to approach adults and initiate or join in discussions.
- Staff support and extend children's role play well. They help children to talk through their imaginative ideas, to negotiate and to take turns. Staff use these meaningful situations to effectively introduce new vocabulary, for example "luggage", "pilot" and "hold" when role-playing going on an

aeroplane. Children are also skilled at developing their own role play scenarios.

- Children are confident within the setting and are developing their perseverance and self esteem which is helping them become independent learners.

#### **What needs to be improved?**

- the further development of planning so that short term plans are clear, build upon what children already know, provide challenges for all children and ensures coverage of the six areas of learning
- the programme for communication, language and literacy so that the book corner is developed to encourage children's use of age appropriate books for enjoyment and reference, to improve labelling to support children's recognition of familiar words and to encourage mark making to support imagined ideas
- opportunities for children to explore sounds and sounds patterns and to use their imagination and creativity in music

#### **What has improved since the last inspection?**

Generally good progress has been made in implementing the action plan drawn up to address the points raised at the last inspection.

Staff use impromptu opportunities and planned activities to help children develop a knowledge of sounds and letters. They use rhymes and poetry to introduce children to patterns in rhymes and words. Some additional resources have been purchased but children are not able to access these for themselves.

Assessments of children's progress use stepping stones and are used to identify next steps. However these are not consistently used to show differentiation of planned activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled in the group and develop good relationships with each other and with adults. They learn to be considerate to each other, to co-operate and take turns. Children enjoy the activities and develop good concentration skills, persevering with adult support when appropriate. They take pride in their achievements. Children's behaviour is good. Clear boundaries are set and consistently applied by staff. Children show independence in selecting their own resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language competently to express their thoughts and ideas. They listen attentively to stories and enjoy helping retell familiar ones but the book corner does not stimulate children or offer them age appropriate books. Reference books are not used to reinforce topics. Children are linking sounds to letters and 4 year olds are able to write their names independently on their work. They are well supported in writing for a purpose but mark making to support imagined ideas is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and use numbers in play situations. They sort objects by colour, size, shape and function and are beginning to use mathematical language to describe position, size and quantity. Children learn to solve problems during activities such as sand play, play dough and making patterns with coloured pegs and peg boards. However there are missed opportunities to reinforce counting and to introduce concepts such as comparing and combining numbers in routine activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe change and growth in a nearby chestnut tree and when growing tulips from bulbs. They look at similarities and differences when packing for a holiday in a hot/cold climate. Planned topics such as holidays develop children's understanding of other cultures and beliefs. Children talk confidently about themselves, their families and personal experiences. There are limited opportunities for 3 year olds to use information and communication technology to support their learning.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently and imaginatively, indoors and out. They show good co-ordination and are able to climb in safety. They show an awareness of space and control their movements to avoid collision with others. Children handle tools such as pencils, scissors and knives with increasing control and purpose and with sensitive support of staff. There are few opportunities for children to learn about the importance of keeping healthy and the effects of exercise on the body.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy good opportunities for imaginary play in role play scenarios and small world play and are learning to communicate their ideas, thoughts and feelings. They discuss the appearance, smell and taste of ingredients whilst making pizzas and quiches, enjoy hand and feet painting and have daily opportunities to express their imagination and creativity in free painting. They join in enthusiastically to familiar simple songs but there are limited opportunities for children to explore music

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- continue to develop planning so that short term plans have clear learning intentions, build upon what children already know, provide challenges for all children and ensure coverage of the six areas of learning
- develop the programme for communication, language and literacy to develop the book corner to encourage children's access and use of age appropriate books for enjoyment or to locate information. Improve labelling to support children's recognition of familiar words and extend the range of mark making opportunities in role play situations
- provide opportunities for children to explore sounds and sounds patterns and to use their imagination and creativity in music

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*