

Inspection of Windmill Children's Centre Daycare

Windmill Road, Leeds LS10 3HG

Inspection date: 24 May 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff ensure the well-being of children is paramount. Children are happy when attending the setting due to the kind ethos felt throughout. Managers recognise children's needs based on what children know and can already do when they first start at the setting. Children's progress can be seen in many areas, particularly in physical development and mathematics. Staff utilise their space well. Children have continued access between the inside and outdoor provision.

Children behave well and use good manners as staff have high expectations for good behaviour across the setting. Children learn to be kind and considerate to others and play cooperatively. Staff share stories and songs with children. Children benefit from an ambitious curriculum that helps them to prepare well for future learning. They show that they are familiar with the setting's routines and join in with age-appropriate tasks. For instance, older children learn to serve themselves at mealtimes. Staff often provide new knowledge for children during play. For example, in the construction area, staff support children with their building skills and introduce mathematical language. They encourage children to weigh, measure and count.

What does the early years setting do well and what does it need to do better?

- Staff know children well. They are able to explain their key children's progress and the impact that their teaching has on children. Staff know the importance of children building attachments to their key workers and this works well as children are secure, happy and well behaved.
- Staff allow for children to come back to their creations at a later time. However, children are not always prepared for transition periods throughout the nursery day. For instance, during play, staff announce that it is tidy-up time and, on occasions, children's learning is stopped abruptly during deep learning and play. Furthermore, leaders have not fully considered transition arrangements between rooms, particularly for children with special educational needs and/or disabilities, to enhance a more fluid approach to their learning.
- Staff plan activities according to what children need to learn next. They follow their interests during play. Children engage well in activities on offer. For example, children spend time spreading foam and glitter in large trays. They make marks with their fingertips. This helps to promote children's literacy skills.
- The management team demonstrates an excellent knowledge and vision for the setting. They have clear action plans in place. They provide regular training sessions, staff meetings and questionnaires. The management team places a strong emphasis on promoting staff's well-being. However, they have not yet addressed emerging weaknesses in practice. Staff do not always provide children with further extension or challenge during their play. For instance, on

occasions, children are not able to find resources to extend their imaginative and pretend play, including vet and doctor role-play games.

- Staff work hard to swiftly identify those children who require additional support. They work closely with outside professional agencies, such as speech and language therapists, and are also able to identify needs as part of early intervention. They share regular assessment information and plan for children's eventual move to school.
- Staff are passionate. They talk with enthusiasm and excitement about their roles. They are highly nurturing and care deeply about children. Babies benefit from a calming yet challenging environment that helps them to develop their physical skills well. Children explore a range of sensory resources.
- Parent partnerships are secure across the setting. Staff communicate and provide regular feedback with parents through a variety of ways. These includes daily feedback, sharing information through a secure online platform, emails and regular meetings. Parents speak highly of the setting and praise staff for the good progress their children have made.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the safeguarding policies and expectations. They understand their responsibilities and know how to report concerns to relevant safeguarding leads. They show that they are aware of the procedures to follow and what to do should they suspect the abuse of a child. The building itself is maintained well, with high levels of safety and security. The management team has a safe recruitment procedure in place and checks the suitability of new staff, as well as the ongoing suitability of existing staff. The deployment of staff is very well organised so that children remain safe.

What does the setting need to do to improve?

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

- evaluate practice to enhance good practice and build on staff's understanding to provide more challenge to children's learning
- review transition arrangements throughout the nursery day to enable children to complete their play and when children move between rooms, particularly for children with special educational needs and/or disabilities.

Setting details

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| Unique reference number | EY487125 |
| Local authority | Leeds |
| Inspection number | 10229373 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 106 |
| Number of children on roll | 156 |
| Name of registered person | Windmill Primary School Governing Body |
| Registered person unique reference number | RP534421 |
| Telephone number | 01132712330 |
| Date of previous inspection | 7 February 2017 |

Information about this early years setting

Windmill Children's Centre Daycare registered in 2015. The setting employs 31 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Brit Hubbard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The management team and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

We carried out this inspection 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.

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