

Inspection of The Windmill Nursery Dartford

Brent Cp School, London Road, Dartford DA2 6BA

Inspection date: 8 November 2024

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

Children are happy and enjoy attending this nursery. Staff focus on building strong relationships with children when they start, which helps children settle incredibly quickly at the nursery. Children understand the daily routine. For instance, children independently wash their hands and self-register for snack. Snack times are calm and enjoyable experiences that are filled with opportunities to learn. Children enjoy sitting together in a small group. This helps children to develop good social skills. Children play cooperatively and staff remind them to share resources and take turns.

Staff support children's physical development well. They provide children with knives to cut their fruit and support them to do this safely. Staff teach children about size as they introduce concepts, such as halves and quarters.

Children enjoy stories as they act out 'We're Going on a Bear Hunt' outdoors. They repeat familiar phrases, such as 'swishy swashy', as they walk across the grass. Staff teach children about the world around them. For example, they talk to children about the changes in the weather and season as the leaves change colour. They learn about different communities and how they have similarities and differences. For instance, children learn about their different backgrounds, such as where they live and where they come from. This helps children to develop a sense of community.

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

- Staff know children very well. They tailor the curriculum to meet children's individual needs and interests. Staff know exactly what children need to learn next. There is a key focus on developing children's confidence and self-esteem. The curriculum builds on what children already know, which helps them to make good progress and prepares them for the next stage in their learning.
- The curriculum for communication and language is a strength. Staff focus on supporting children's communication skills. For instance, they consistently use Makaton sign language to support children's understanding. They introduce language using simple, clear words and instruction alongside visual aids. Children pick up words quickly and are becoming confident communicators. Initiatives, such as language programmes and small-group activities, allow staff to provide early intervention skills effectively.
- Children behave very well. Staff reinforce the rules and boundaries of the setting. They praise the children for using positive behaviours. For example, when children use manners, share or wait their turn. However, staff do not always help children understand how their actions impact on others, or how to independently resolve conflicts. This means children are not fully supported in

managing their own behaviour.

- Staff support children to develop a good understanding of healthy lifestyles. For example, children follow good hygiene practices, such as washing their hands, and learn the importance of maintaining good oral health. Staff plan plenty of opportunities for children to be outdoors and to engage in physical exercise. For example, children play in well-resourced gardens and complete races. Children learn the importance of exercise. They talk about how their heart beats faster after running.
- Leaders and staff establish strong partnerships with parents and other professionals. Parents receive detailed feedback from staff on their child's learning and development. They value the support of the dedicated staff, who provide them with a wide range of advice and support. This creates a feeling of community and trust.
- Staff provide support for those children moving to school. For example, teachers visit the setting to meet children and learn about their progress. Children visit the local school to familiarise themselves with their new surroundings. This helps children to have a strong start when they move to school.
- Leaders create an ethos of effective teamwork. Staff report that they receive high levels of support in their roles and feel valued. Their length of service demonstrates their commitment to the nursery and children benefit from consistent relationships with adults. Staff are knowledgeable and passionate about their role. They are proactive in seeking professional development opportunities. However, leaders do not consistently target specific areas of staff practice to help raise the quality of teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to help children understand how their behaviour impacts others so that they begin to resolve conflicts independently
- strengthen the arrangements to monitor staff practice to target training and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY497305
Local authority	Kent
Inspection number	10359736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	55
Name of registered person	The Windmill Nursery
Registered person unique reference number	RP535112
Telephone number	01322229393
Date of previous inspection	12 December 2018

Information about this early years setting

The Windmill Nursery Dartford registered in 2016 and is located in the grounds of Brent Primary School in Dartford. It operates during term time only, Monday to Friday, from 9am until midday and from 1pm until 4pm. The nursery employs nine staff, four of whom hold early years qualifications at level 3 and above. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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