

Inspection of Windmill Pre School Brill

Brill C of E Combined School, The Firs, Brill, Aylesbury, Buckinghamshire HP18 9RY

Inspection date:

16 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and receive exemplary care and education at this home-from-home pre-school. Even before a child begins their journey at the setting, secure partnerships are established with parents and carers. Through a programme of highly effective home visits and settling-in sessions, staff and children build trusting relationships. The dedicated staff demonstrate close and meaningful relationships with all children. Staff warmly welcome children inside and engage in conversations about the day ahead.

Staff have high expectations for children's behaviour. They display a 'Kindness Tree' to recognise children's positive actions and achievements. For example, when children demonstrate good sharing, turn taking or learning, staff sit with the children to discuss it as a group. Children are proud of their own and their friends' accomplishments. They cheerily applaud and celebrate together.

Highly skilled adults nurture and inspire children. Warm and trusting relationships are nourished, by kind and compassionate staff. No limits are put on what children can achieve and accomplish. The learning environment is enticing and well considered. It sparks children's interests and curiosity. For example, children use a range of real tools with ease. Firstly, they learn how to be safe ensuring they have their safety goggles on, before turning and rotating the clamp to secure their wood on the workbench outside. They use a range of saws, knowing they need to saw 'back and forth' to cut through the wood and corks. Children persevere for prolonged periods as they hammer nails into the wood, adding milk bottle tops to secure wheels to their creations. Children have excellent attitudes to learning. They exhibit remarkable levels of motivation and concentration. Children gain excellent knowledge to support them with their future education.

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

- The passionate manager and dedicated staff work tirelessly to create a highly ambitious and stimulating curriculum for all children. Staff carefully consider how key concepts and knowledge link to children's stages of development. Woven into this is a programme for children to understand and regulate their own learning and thinking.
- Partnerships with parents are exceptional. Information for parents is in abundance. Parents speak highly of the pre-school in every aspect. They explain that they feel involved in their child's learning journey. This enables them to support children further at home. Many parents comment on the positive impact of the storytelling programmes and forest school.
- Children with special educational needs and/or disabilities are superbly supported. The special educational needs coordinator is highly proactive in

listening to concerns. She swiftly creates support for children. Working alongside families and professionals, she aims for all children to have the same opportunities. This contributes to the rapid and substantial progress that all children make over short periods of time.

- Staff know the children incredibly well. They plan activities knowing all children's interests. The manager follows robust processes for tracking children individually and as groups. As a result, children meet developmental targets while enjoying activities.
- The inspirational manager has embedded a rigorous system to support and monitor the development of staff. She coaches and mentors staff to help them confidently perform to their full potential. Staff benefit from a range of excellent training opportunities. They speak highly of the training opportunities available to them and feel extremely well supported in their roles.
- Children behave superbly. Staff are excellent role models. Children demonstrate fantastic levels of independence and pride in their accomplishments. For example, younger children learn to tidy up a minimum of two things at tidy up time. Older children use dustpan and brushes competently, as they sweep up the rice.
- Staff support children's communication and language development extremely well. The enjoyment of reading, rhymes and stories is a prominent feature of pre-school life. For example, staff recite short poems daily with children. All children benefit from telling their own stories through a programme pre-school have adopted. In addition, staff use images, signing and simple language to ensure routines are clear and consistently implemented.
- Mealtimes are wonderfully social occasions and promote opportunities for high levels of independence. Children self-serve, pour their own drinks, using china cups and jugs, and politely pass things to friends. Staff take opportunities to talk about foods they eat and drink. For example, through discussion children learn there are over 7500 different varieties of apples and 97% of the world's water comes from the oceans.
- The innovative staff engage children in meaningful tasks to teach them about global issues. Children learn about the environment and the role they can play in improving it. For instance, they have formed an eco-committee where children actively recycle different materials and take part in community projects, such as litter picking in the village. Children learn the importance of saving energy as the allocated eco-representative, saves energy by turning off lights and electricity, ahead of going outside each day. This is empowering children to make a difference and supporting them to adopt higher levels of respect, care and consideration for the world around them.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	140906
Local authority	Buckinghamshire
Inspection number	10339387
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	52
Name of registered person	The Windmill Pre School Committee
Registered person unique reference number	RP519573
Telephone number	01844 238859
Date of previous inspection	17 July 2018

Information about this early years setting

Windmill Pre School Brill registered 1985. It is situated adjacent to Brill Church of England Combined School, Brill, in Buckinghamshire. The pre-school opens Monday to Friday during school term times, with various sessions between 8am and 5pm. The pre-school employs eleven staff, two who hold early years teacher status and six staff hold relevant qualifications at levels 2, 3 and 5. The pre-school receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector completed a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector talked to staff, the provider, the manager and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024