

# Windmill Hill City Farm

Philip Street, Bedminster, Bristol, BS3 4EA



<b>Inspection date</b>	18 April 2016
Previous inspection date	4 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 make good progress and develop skills that will help them with their next stage in learning. Staff use their qualifications and experience well. They understand children's interests and stage of development, and provide interesting activities that motivate children to learn.
- Children behave well. They share, take turns and respect each other's feelings. Children develop positive relationships with staff and each other.
- The manager is good at evaluating the setting and makes targeted improvements that improve outcomes for children.
- The manager monitors staff practice well. She uses regular supervision sessions to help her develop staff's skills and this improves outcomes for children.
- Partnerships with parents, other providers and professionals are strong and effective. Children benefit from a shared approach towards their care and learning needs and this helps them to make good progress from their starting points.

### It is not yet outstanding because:

- Staff have not fully considered how to implement daily routines, to allow children more time to explore and fully develop their ideas without being interrupted.
- At times, some children cannot fully engage and take part in the good-quality large-group activities that are planned, such as story time.

## What the setting needs to do to improve further

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

- develop the organisation of daily routines to allow children more time to explore and extend their play without being interrupted
- further improve learning opportunities during large group times so that all children are engaged and take part fully.

### Inspection activities

- The inspector sampled a range of documents, including children's learning journals.
- The inspector spoke with children and parents, and considered their views.
- The inspector observed interactions between children and staff, inside and outside.
- The inspector conducted a leadership and management meeting with the manager.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her team understand the procedures to follow if they are concerned about the safety or welfare of a child. The manager successfully identifies training programmes that are in direct response to children's care and learning needs. For example, staff have recently learnt about enhancing the provision, particularly for babies, and this has had a very positive impact on children's outdoor play opportunities. Provision for children with special needs is well considered and staff work effectively with other professionals to promote children's learning consistently.

### Quality of teaching, learning and assessment is good

Children are keen to take part in and are motivated by the activities and opportunities available. For example, children play with cars and enjoy experimenting as they roll them down ramps into water. Staff effectively extend children's learning as they play. For example, children decide to build a pirate ship and staff help them scrub the decks and make telescopes. Staff make observations of children's learning and plan with children's developmental needs and interests in mind. Children's progress is successfully tracked and any gaps in progress easily identified and targeted. This is particularly helpful for those children who are learning English as an additional language. The manager makes effective use of funding to ensure all children are provided for. For example, the manager has developed outdoor learning opportunities in a small woodland area to give children more positive experiences when playing outside.

### Personal development, behaviour and welfare are good

Children behave and treat each other with respect and consideration. Children benefit from well-considered sleep routines that meet their needs and help them feel settled and happy. Children enjoy a well-resourced outside area. They have lots of opportunities to play and explore outside and go on interesting outings. For example, the setting shares a campus with the local city farm and this is used very effectively to enhance children's curriculum experiences. Children build good relationships with their special key-person and understand what is expected of them. For example, children respond well at tidy-up time and work together to get the job done.

### Outcomes for children are good

Children use good social skills; they develop well in preparation for school. Children are confident and active learners, they make discoveries and direct their own play; for example, children are mesmerised and excited as they learn about the needs of living things and are encouraged to carefully watch woodlice in the garden.

## Setting details

<b>Unique reference number</b>	107112
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1017081
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	162
<b>Name of provider</b>	Windmill Hill City Farm
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	0117 9633299

Windmill Hill City Farm registered in 2004. It operates from a purpose-built nursery and an outdoor classroom on a city farm in central Bristol. The nursery opens five days a week for 50 weeks of the year, from 8am to 6pm. Staff hold a variety of relevant childcare and early years qualifications; 24 members of staff have level 3 and 4 qualifications, one member of staff is a qualified teacher and two more have Early Years Professional Status.

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