

# Willows Pre-School

Inspection report for early years provision

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**Unique reference number** EY391694  
**Inspection date** 03/11/2009  
**Inspector** Linda Close

**Setting address** 28 Wilton Grove, Wimbledon, London, SW19 3QX

**Telephone number** 020 8540 2388

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## **Description of the setting**

Willow Pre-School was registered in 2009. It is situated in a single storey building in the grounds of Wilton Tennis Club which is located in a residential road in Wimbledon and the local authority is Merton. There are three interconnecting play rooms, toilet facilities, a kitchen, storage and an office. French windows at one end of the playroom enable children to have direct access to an enclosed outdoor play area. Children can also use a tennis court nearby which was designed for children's use.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It provides places for a maximum of 38 children aged from two years to the end of the early years age group. The pre-school is open during term time from 9am to 12.30pm for the morning session and from 1pm to 3.30pm for the afternoon session which is for children's workshops which include tennis, football, Italian, ballet and art. Afternoon workshops take place every weekday during the current term although from January 2010 onwards they will not be available on Friday each week. Children who stay all day bring a packed lunch from home. Snacks and drinks are provided but no meals are prepared. There are currently 27 children on roll. There are four children on roll who have special educational needs or disabilities and a small number who are learning English as an additional language or hear other languages spoken at home. Staff are fluent in English and some are fluent in Italian, Spanish and Maltese.

A manager and three members of staff work with the children and visiting specialist teachers lead some of the afternoon workshops. The manager has a BA in Childcare and Education and she is working towards Early Years Professional Status. All other staff hold an early years qualification at level 2 or level 3

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff welcome every child into the pre-school with warmth, understanding and kindness. They help each child to gain confidence and a feeling of security in their care. They give special attention and extra support where it is needed to enable all children to fulfil their potential. Staff have established highly effective partnerships with parents and other agencies to ensure that the individual needs of each child are met. The manager and the staff constantly evaluate and seek ways to improve the provision as a whole which successfully promotes children's safety, happiness and progress in their learning.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure that the fire blanket is located in a suitable place in the kitchen

## **The effectiveness of leadership and management of the early years provision**

The manager demonstrates a very well informed and conscientious approach towards keeping children safe. She makes sure that all staff are checked to ensure that they are suitable to work with children before they begin to work in the setting. She reviews the setting's policies and procedures with the staff team on a regular basis so that all staff maintain their understanding of how to keep children safe. The indoor and outdoor areas are carefully checked at the beginning of each day to ensure that children are safe and very few details are overlooked. Detailed risk assessments are conducted and recorded for all outings including local walks. All staff share the responsibility for maintaining security at the setting. Every visitor must sign in and out and children's attendance is recorded as soon as they arrive which provides a clear record of who is on the premises at all times which promotes their safety in an emergency evacuation situation.

The manager continuously evaluates the quality of the provision for children. She involves parents and all members of staff in this work through seeking their views and responding to any queries. For example, the manager arranged an event to explain the requirements of the Early Years Foundation Stage Framework in response to a comment on a parent questionnaire. Parents report that they found this event to be extremely helpful and informative. Parents also say that their involvement is actively encouraged and they are confident that their views are valued. They also say they are delighted with their children's progress. Several parents say that their children love to come to the setting and the children complain bitterly during holiday periods when the setting is closed.

The setting has established very strong partnerships with outside agencies including speech therapists, portage workers and the local authority special needs support co-ordinator. Several children with special educational needs or disabilities have been warmly welcomed into the group. Staff meet with their parents and specialists to devise and review individual education plans for each child. These documents are referred to constantly by staff to ensure that the children reach their targets. Key workers ensure that children of all abilities can participate in everything that the setting has to offer.

The manager demonstrates her energy and enthusiasm for developing and improving the provision in the strong support and encouragement that she gives her staff to develop professionally. They attend a wide range of courses to help them in their work including Makaton signing. The manager has involved the setting in a very worthwhile project to promote children's communication skills called 'Every child's a talker' (ECAT). Initiatives such as this help staff to hone their questioning and story telling skills and find out more about how children learn. The manager and staff are dedicated to helping every child to develop skills that will assist them in their future learning. They very successfully promote children's growing vocabulary, mark making skills and their enjoyment of books. They help children to increase their understanding of numbers and counting in practical ways

and they support the development of their early information and communication technology skills.

Children are learning about healthy lifestyles through good hygiene practices. They can help themselves to a drink of water at any time from a dispenser in the playroom and their snacks are always selected from a range of healthy choices including fresh fruit, rice cakes and fresh salad ingredients. They benefit from daily access to a very well stocked outdoor play area, opportunities to play ball games and energetic dance activities.

## **The quality and standards of the early years provision and outcomes for children**

Staff have learned Makaton signing which they help all of the children to learn so that they can communicate and express their thoughts and ideas. A small number of children attending the setting are learning English as an additional language or they mainly speak English but hear other languages spoken at home. Some members of staff speak several languages and they make good use of their skills to translate, which helps to minimise any feelings of frustration if new children cannot yet express themselves in English. Children's spoken English is developing rapidly and all children learn some Italian words.

Children benefit from involvement in celebrations from a range of cultures. Children also learn to take an active part in community events including Red Nose Day. They are involved in various fund raising initiatives for children in need. Children learn to consider the environment through recycling and from planting activities and nature study in their outdoor area. From discussion with staff and visits from fire officers, police officers and a doctor, they learn about the work of adults and people who help us .

Direct observation, discussion with staff and parents and the children's records show that they are making excellent progress from their starting points towards the early learning goals. Staff use tracker sheets to record the children's responses to their activities. They transfer this information into each child's profile folder and use it to assess their progress, decide what the children need to learn next and then they plan activities accordingly.

The playrooms are thoughtfully organised. Children have easy access to a wide range of stimulating toys and resources as well as adult-led activities which staff adapt to meet the needs of the children. Children gain independence, self confidence and a sense of belonging when they know where to find things and can make choices and decisions. They show that they feel safe and have confidence in the staff. They ask for assistance when it is needed and happily chat to visitors asking who they are, what they are doing and why they are here.

Pre-school sessions are well prepared and stimulating. The children are eager to begin. They show an ability to sustain their concentration when exploring foam, making family trees, shaping salt dough or constructing complex models in the block play area. They work very well together and enjoy their play and the

company of their friends. Older children are tolerant and kind towards the little ones and they do not exclude them from their games. Children of all ages and abilities quietly gather round staff members in the book areas and become totally engrossed in well-told stories. They show that they know how books work and they can take clues from the pictures.

Children know the names of many colours and they are learning to name, sort and match plane shapes. Many children can count accurately up to 5 and beyond and they are beginning to recognise numbers that are important to them. Most children can find their own names to self register and they proudly point out their own labelled work which is attractively displayed.

The sessions run smoothly and the children revel in the regular routines of the day. They happily tidy up for snack time and hurry to wash their hands before eating. They are beginning to master putting on and taking off coats and hats for outdoor play. Behaviour in the pre-school is exemplary. Children know what is expected of them and they bask in the warm praise given by the staff when they are kind or particularly helpful. Staff support children exceptionally well when they are in disagreement with a friend. They help children to be considerate and to understand how other people feel.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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