

The Willows Daycare Ltd

Inspection report for early years provision

Unique reference number

EY337463

Inspection date

24/06/2010

Inspector

Gillian Walley

Setting address

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Willows Day Care Ltd opened in 2007. It operates from a purpose-built building linked by the school nursery to Willows Primary School. A maximum of 86 children may attend at any one time. The provision also runs an out of school club for children aged from five to 11 years. The setting is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from two to five years on roll for nursery provision and 27 for the after school club. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs a qualified manager and 18 members of staff, all but one of whom have appropriate early years qualifications. The setting receives support from a teacher from the local authority and has established good links with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children, including those for whom English is an additional language and those who have special educational needs and/or disabilities, make outstanding progress at this inclusive nursery because the manager and her staff provide very good care for them and host an extensive range of activities. The manager and her team review the provision frequently and they are constantly identifying what they might change to improve the nursery further. The staff refresh their skills by attending a very wide range of training courses and they apply these to give the children better support or additional opportunities to learn and develop. Consequently, the nursery has an outstanding capacity to improve further.

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 all children continue to make outstanding progress by monitoring and tracking the progress of different groups.

The effectiveness of leadership and management of the early years provision

The manager and her team are highly qualified and work well together which helps the children to interact with all the adults besides their own key person. There have been significant improvements since the last inspection report, held when the

nursery had recently opened. The setting has significantly developed the outdoor area, which now provides many opportunities for the children to learn new skills through a wide range of experiences. The setting also has a new den, where children enjoy looking at books, an exciting role play area with a 'garden centre' and resources for making and comparing sounds. There is also a shady garden for babies where they can explore many textures and ride on small tricycles.

The children are completely safe because all procedures are rigorous and all adults are extremely vigilant. The manager organises fire drills so that all children and staff know what to do in an emergency. Staff check the entire premises before each session to reduce the risk of an accident. The manager assesses the risks carefully when taking children off site, for example, to the local shops and the library. If a child needs to be given medicine or has an accident two adults take responsibility and share the information with parents, and all staff have first aid qualifications. The staff can refer easily to information about children who have allergies. All staff are appropriately vetted and trained to ensure that children are safe. Visitors sign in and the main door is always locked. Visitors to the babies' room remove their shoes to avoid the risk of babies crawling on dirty carpets.

The staff meet weekly to discuss ways of including activities the children have chosen in their planning so that the children develop in all areas of learning. They observe the children's development and they use these assessments well to decide how to move children on to the next stage in their learning. The staff track children's progress closely and their records show what stages the children have reached and how their progress compares in different areas of their learning. The staff can analyse the children's progress and identify areas where some do not make such good progress. Staff have identified the need to ensure all children continue to make outstanding progress by monitoring and tracking the progress of different groups. They provide good challenge for the older and most able children, for example, by talking to them about sounds, letters and numbers. As a result all children make excellent progress.

The manager works very closely with the local authority to provide specialist support for children who need it so that they also make very good progress. She also has exemplary links with the Children's Centre and the primary schools which the children will move on to so that the children settle easily, and she works particularly closely with the nursery class in the adjoining school.

The nursery works extremely closely with parents who are very satisfied with the provision, and like the amount of information they receive about their children's progress and activities. They also receive newsletters and useful information about local services. Parents feel their children make outstanding progress, especially in skills such as learning numbers. Parents are welcome to come in and see how the children learn, for example, the manager has invited fathers in near Father's Day, and they come in to meet the key workers once each term. The manager surveys parents regularly because she values their views, for example, the children now take books home to look at in response to their wishes. Parents appreciate being able to talk to staff informally whenever they wish to, and receive ideas to help them support the children's learning at home.

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

The children behave extremely well because the staff praise them for making the right choices. The atmosphere is calm so that children feel relaxed. The children especially like playing in their exciting garden. They play very well together, share toys and take turns. They concentrate well, for example, when constructing models, and they develop extremely good friendships with one another and with the staff. They listen to stories well and they learn nursery rhymes. They enjoy looking at books and retelling well known stories. The adults question the children superbly to encourage them to explain what they are learning and to solve problems. The children are very confident and keen to talk about their learning, and willing to try new experiences. The children can choose what they want to play with and decide if they want to play outdoors or in the classroom.

The nursery is extremely well equipped and the classrooms are exciting. There are good role play areas with dressing up clothes which help children develop their imagination. There are many creative tasks which help them to develop skills, such as using scissors. The children are proud of their paintings which are displayed on the classroom walls. The youngest children play with many toys which help them to develop their coordination and their senses, for example, in their garden they can feel pebbles and shells. They can reach toys they want to play with very easily. They can also reach their drinking cups. The staff ensure that they follow the routines their parents prefer, for example, the times when they sleep, and at the end of each day parents receive information about their baby's day. The children who attend the after school club make particularly excellent progress in their physical development when they play on the school's trim trail.

The children learn a lot about different cultures through talking about special celebrations, looking at photographs, tasting foods and some creative activities. They talk about the places they visit on holiday. They have an excellent understanding of the importance of a healthy lifestyle because they eat healthy snacks and meals and they can drink water when they wish to. They can explain when and why they need to wash their hands, and why they should use sun cream and wear sun hats. They talk about the importance of road safety when they play with the road mat and small cars.

The children learn to become highly independent, for example, through registering themselves at the start of the day and after snack time, and by learning to put on their coats and shoes. Children who are shy are supported especially well so that they develop good speaking skills, for example, by taking home 'Ollie Owl'. They bring him back and talk to their friends about all the things he has done while he has been at home with them. The children enjoy having visitors who give them interesting experiences and help them to develop their vocabulary, for example, a police officer and a dentist. They make family trips, for example, to the zoo and rare breeds farm.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met