



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280609

DfES Number:

INSPECTION DETAILS

Inspection Date	19/01/2005
Inspector Name	Carol Victoria Tyler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Willow Tree Pre-School
Setting Address	Academy Road Woolwich London SE18 4DJ

REGISTERED PROVIDER DETAILS

Name	Mrs Kathryn Cann
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Willow Tree pre-school is a registered charity and is owned and managed by an elected parent committee. It opened in 1975 and operates from two rooms, plus ancillary rooms, in a purpose-built nursery building. It is situated on Woolwich Common in Greenwich. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 14:30 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from 3 to under 5 years on roll all of whom receive funding for nursery education. Children come from the local community and attend both part time and full time. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs five staff. All staff hold appropriate early years qualifications. They receive support from the Greenwich Early Years Partnership and Greenwich Pre-School Learning Alliance to whom they are affiliated.

How good is the Day Care?

Willow Tree pre-school provides good care for children. The organisation of the pre-school is underpinned by detailed policies and procedures which staff and parents are made aware of, however the fire evacuation policy needs updating. The pre-school promotes a strong commitment towards staff training. The fully qualified staff team are well organised and use space and resources imaginatively to create a stimulating, orderly and supportive environment for the children.

Staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to ensure the physical environment is safe and secure. They implement child protection procedures which are robust, fully understood and which work in practice. Staff provide children with a healthy mid-morning snack where children serve themselves in a relaxed environment. Staff recognise and value children's individual needs and differences and give good support to children

with special educational needs.

The pre-school have a very good range of age appropriate toys and equipment, many of which reflect positive images of race, disability and gender. Staff plan activities in line with the foundation stage of learning. Children are interested in their environment and keen to do and find out things for themselves; they relate well to each other, are confident, independent and use their initiative. Staff manage children effectively, the quality of their interactions significantly enhances all aspects of children's development.

Partnership with parents is very good. An informative notice board is displayed in the lobby, staff have friendly informal relationships with parents who are welcome in the pre-school. Parents are listened to and well informed about the provision and their children's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- The qualified and experienced staff team work very well together and share a common purpose, this ensures that all children are cared for by adults who have a good understanding of their developmental needs and who are able to plan and provide interesting, stimulating and enjoyable activities which are age appropriate.
- Toys and equipment are carefully chosen to provide a balance of activities.
- The imaginative use of space and the attractive displays of children's work contribute to the stimulating and welcoming environment.
- Children are very well behaved. Staff have high expectations of children's behaviour, they set clear rules and boundaries and remind children of these as necessary. Children are offered appropriate praise and encouragement and are supported as they learn to become self-disciplined.

What needs to be improved?

- the emergency evacuation procedure to be updated and clearly defined.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Ensure that the emergency evacuation procedure is updated and clearly defined.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Willow Tree pre-school supports children's learning ensuring they make very good progress towards the early learning goals (elg).

The pre-school is a warm welcoming environment in which a committed team of staff and management use all available resources to plan and provide highly effective range of activities and experiences that meet the needs of the all the children. The teaching is very good, adults make positive use all planned and naturally occurring situations to extend the children's learning in all six areas. Staff have a clear understanding of the foundation stage and the elg's. Keyworker observations allow adults to have an in-depth knowledge of the children and to plan and provide challenges that meet individual their needs, encourage their thought processes and build on their past learning. Staff plan and use a variety strategies that ensure inclusion for children with special needs and with English as an additional language. There is a system of ongoing evaluations of the educational value of activities and of children progress; these are used to inform plans for ensuring children's learning needs are met.

The management and leadership of the nursery is very good. The pre-school has a management committee of parents, a manager and a deputy. The manager works with staff to provide an environment where children's learning is paramount. Staff have a high level of commitment, constantly evaluating the effectiveness of the education, and looking for ways to develop their provision, for example, they would like to improve they way in which snack time is arranged to promote personal independence. Staff are encouraged to share ideas about improving the provision.

The pre-school's partnership with parents is very good. Parents are provided with a prospectus, regular newsletters and information about events they can take part in; there are a number of parent volunteers. Parents are given regular information about their children's progress.

What is being done well?

- Children are confident with good levels of personal independence which are supported by the adults. They play well together with a developing sense of working in groups, sharing and taking turns.
- The children have a story telling activity where they are provided with a range of props and can invent their own story which is written out by an adult on a white board and then written down on paper when the story is finished.
- Adults support children to develop math skills, a child is completing a puzzle and the adult helps him to find out how many more pieces will finish the puzzle. At the computer the children choose a math game that helps them to

recognise numerals.

- At the modelling table the children design and make models using a wide variety of tools and materials, they can make anything freely choosing which materials to use.
- Children play on large climbing and balancing equipment in the garden and ride bikes and push buggies. The children use scissors to cut and knives to spread their crackers at snack time.
- Use of imagination and creative skills are present in all play that takes place. Children are supported to have the time and space to explore ideas, feelings and material and to be inventive.
- The teaching is excellent, activities are planned to provide children of all abilities with suitable challenges in all areas. Activities are child led and not adult directed.

What needs to be improved?

- No significant weaknesses were identified at this inspection, however the staff team believe that there is always room for improvement and would like to improve the way in which the snack time is arranged to promote personal independence.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and motivated to learn; they have good relationships with both adults and other children, they play co-operatively in small and large groups, sharing and taking turns. The children have a sense of community and are aware of different cultures and languages. They have good levels of personal independence and are well behaved with a developing understanding of the consequences of their actions and sensitivity for others feelings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly and listen well; they use a range of language to organise games and to explore ideas and feelings. The children practise writing skills at a variety of activities; they are beginning to form letters and some are able to write their own names. The children take part in activities that help them to develop skills for linking sounds and letters. There are a variety of examples of print and text; the children use books in a group and individually for stories and information.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are familiar with numbers they count with confidence and are beginning to recognise numerals. Through a range of activities the children develop a sense of space, shape and measure. They use mathematical language, more and less than, bigger and smaller, taller and shorter and behind and in front. Children are given time and space to develop good problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are provided with a wide variety of opportunities to explore and investigate through a range of activities and experiences. They are able to explore living and growing things and to investigate events in the natural world. They have access to everyday technology and have tools and materials for design. The children talk about their experiences and events in their lives and the people they live with. They are developing a sense of the wider world and different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Planning includes outdoor and large physical play sessions where children are able to move imaginatively and develop co-ordination. In the garden they have access to bikes and large play equipment. The children move with control and co-ordination showing and awareness of space and each other. Children are provided with a range of equipment, tools and materials which they handle with increasing control. Children are developing an awareness of health and changes in their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are provided with a wide variety of opportunities and the time and space to allow them to be creative. To use their imagination and to communicate ideas and express themselves through music, art, dance and role play. The children are encouraged to create, explore and investigate through a variety of materials and media with different textures and forms. The children take part in a range of activities to encourage recognition of different sounds, sound patterns and music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- The following is a point for consideration:
- Review the snack time to support further development of personal independence.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.