



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200674

DfES Number: 597405

### INSPECTION DETAILS

Inspection Date 19/10/2004  
Inspector Name Anne Felicity Taylor

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name LITTLE WILLOWS PRE-SCHOOL  
Setting Address Whitnash Primary School, Langley Road  
WHITNASH  
Leamington Spa  
Warwickshire  
CV31 2EX

### REGISTERED PROVIDER DETAILS

Name The Committee of Committee

### ORGANISATION DETAILS

Name Committee  
Address Whitnash Primary School  
Langley Road  
Leamington Spa  
Warwickshire  
CV31 2EX

## 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

Little Willows Pre-School opened in 1998. It operates from three open plan rooms and an office in a building adjoining Whitnash Primary School. The school is situated in the residential area of Whitnash, near Leamington Spa. The pre-school serves the local area including new residential estates near by.

There are currently fifty-four children from two years nine months to five years on roll. This includes thirty-seven funded three-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens on week days during school term times. Sessions are from 09:00 to 11:30 and 12:30 to 15:00.

Six staff and the manager work with the children; four staff are part time. All staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Little Willows Pre-School provides good care for children. The setting has a friendly welcoming atmosphere where parents, children and staff create strong relationships. All the staff hold appropriate early years qualifications and attend short courses regularly. Staff work well as a team supporting each other in the care of the children. Good planning, which includes staff deployment, ensures that children learn from and enjoy the activities provided. Staff know the children well, and children are offered a lot of individual attention.

Safety is a high priority and risk assessments have been completed. Good fire evacuation procedures are in place, which are discussed with the children and practiced regularly. Effective procedures for the safe collection of the children are in place. Staff have completed first aid training and the first aid box is fully-stocked. Staff have a sound understanding of the child protection policy and procedures.

Children are encouraged in good personal hygiene and are developing independence skills. Aspects of healthy eating and caring for yourself are covered well in general routines and discussion and when children help themselves to snack.

A very wide variety of well-maintained equipment is available, enabling staff to provide a good range of activities. Staff offer a choice of activities to encourage individual interests, co-operative play and imaginative play. Children are able to take part in large and small group work and have many very good opportunities to organise their own play, alone and with friends. Staff are skilled at supporting children in their play, taking all opportunities to encourage and extend learning.

Parents are welcomed into the group to settle new children, or to help with topic work. The setting has Open Days. All the required policies are in place and easily available to parents; some policies are under review. Good behaviour is valued and encouraged, and children behave very well.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- The activity rooms are set out attractively with a wide variety interesting play opportunities for the children's arrival; they settle quickly to worthwhile activities.
- The children are able to move freely between the rooms and the outdoor learning and play area, to take advantage of all the activities. Staff encourage children well to take part in all play, and to join in small and large group work, e.g. building in the construction area outside.
- Children are encouraged to select art and craft materials themselves, developing their own creative ideas and taking great pride in their work.
- Children are offered a variety of healthy drinks and snacks including milk, fruit and vegetables. They are able to select their own food and drink, following the hand-washing routine very well.
- Staff are experienced in caring for children special educational needs and who have English as an additional language. Parents are fully involved in planning for their child and good procedures are in place to ensure all individual needs are met very well.

#### **What needs to be improved?**

- the procedure to review complaints and child protection policies and procedures.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**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
14	review complaints and child protection policies and procedures.

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

### How effective is the nursery education?

Little Willows Pre-School offers very good nursery education for three and four-year-old children. The setting offers a very welcoming, stimulating environment, where children enjoy learning through a wide range of interesting activities. Strong relationships and effective teaching helps the children to make very good progress through the stepping stones towards the early learning goals.

Teaching is very good. Staff have high expectations of the children and children behave very well. Staff show a sound understanding of the learning goals. They ensure that the children find learning an exciting experience, through careful planning and appropriate use of resources. The needs of all children are carefully considered and the teaching adapted accordingly. Children are constantly challenged in their learning. Staff are skilful when engaging the children in conversation and developing ideas. All achievements are praised and encouraged. There are very effective systems in place to ensure that children with special educational needs or who speak English as an additional language receive appropriate individual support.

Leadership and management are very good. Staff undertake short courses in all areas of early years and are encouraged and supported to attend. All staff are involved in the planning of activities and the organisation of resources, and are very clear about their roles and responsibilities. The setting is constantly reviewing the educational programme to ensure it is meeting the needs of individual children. Assessments, observations and evaluations are used very effectively to inform planning.

The partnership with parents is very good. Staff and parents have opportunities to exchange information about a child's progress and attainment through the key worker system and by attending Open Day. Plans are displayed for parents and they are enthusiastic about supporting their children's learning.

### What is being done well?

- Staff create a secure and happy learning environment, with strong relationships between parents, staff, and children, with a clear routine. On arrival children settle quickly to worthwhile activities. There are high expectations of the children and they behave very well.
- Children's natural curiosity is enhanced through the provision of a wide range of stimulating activities and resources. They are encouraged to use their imaginations freely and develop their own play ideas, e.g. free choice of materials in the creative area.
- The planning and organisation of activities and the attention given by staff, ensures that children learn well and are challenged effectively, e.g. pattern

making in the mathematics area.

- Children enjoy the freedom of outdoor play, with all areas of learning taken outdoors. They make paths with wooden blocks and play musical instruments.
- There are many opportunities for children to take part in activities to use their senses and respond to different experiences, looking in detail at buildings when out walking and completing rubbings of bricks and wood.

#### **What needs to be improved?**

- the daily information given to parents about activities completed in the session and individual achievements.

#### **What has improved since the last inspection?**

At the last inspection the setting was asked to:

group the children more suitably for activities to sustain the interest of three-year-olds and to improve their concentration skills;

improve questioning techniques, particularly in story telling and discussion times to encourage children to communicate more fluently;

plan further activities which encourage children to be aware of a sense of time.

Very good progress has been made in all these areas. Three-year-old children concentrate well in small and large group work with appropriate support from staff, enjoying the interesting activities offered. Children are able to attend an afternoon session, which is generally a smaller group. Staff question the children effectively at story and group time and children are becoming confident speakers. Children discuss home and family events and look regularly at changing seasons and growth, developing a very good sense of time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Aspects of personal, social, and emotional development permeate all areas of learning. Staff create an environment where children feel secure and are eager and excited to learn. Children behave very well and are encouraged to share and take turns. They are confident, and concentrate very well working alone or in groups, e.g. creating a collage house. They show increasing respect and care for others through well-planned activities and discussion. Increasing personal independence is encouraged.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming clear confident speakers, and good listeners. A wide selection of books is available and they enjoy looking at books alone or with friends, using props to act out the story of 'Three Little Pigs'. Very well resourced role play opportunities, with clear labels, encourages early writing skills, e.g. recipes, and the extension of vocabulary. Children link sounds to letters in planned and routine activities. Children are making very good progress in reading their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical learning is based in carefully planned, interesting activities, and using incidental opportunities during daily routines. Quick progress is made in learning about numbers; all three year-olds count reliably to 10 and above. Displays of numerals are good. Children are beginning to use mathematical language well, and to complete simple calculations. They learn well about shape, space and to measure in many activities; they use tape measures to 'mend the house' and recreate patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the natural world during outdoor play, and have many opportunities to observe features and changes in plants and living things, e.g. growing sunflowers and bulbs. They are curious and keen to ask questions as they investigate the world around them, e.g. wood rubbing when out walking. Children observe change in many activities, e.g. mixing flour for 'cooking'. The use of technology is well-supported. They learn well about other countries and cultures, and their own community.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children participate confidently and develop skills in a variety well planned activities, e.g. wheeled and push along toys, pipes and large boxes. Children enjoy the challenge of regular P.E sessions when they run, climb and balance using large apparatus. Children use a good variety of tools with increasing skill, and have easy access to a wide variety of construction equipment. They move confidently and safely during play, and enjoy the outside, well planned learning areas during fine weather.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Staff achieve a balance between showing new techniques, e.g. using chalk, and allowing children freedom to create from their imaginations in free drawing and role play. Children are encouraged and supported to select a wide variety of creative materials and tools; they are proud of their clay models. Children enjoy group story time and join in enthusiastically with familiar phrases and songs. Children are encouraged to express their feeling through thoughtful discussion and creative activities.

**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:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- the procedure to give daily information given to parents about activities completed in the session and individual achievements.

*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.*