

# The Willows Pre-School

Inspection report for early years provision

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EY267101

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15/10/2010

**Inspector**

Gail Robertson

**Setting address**

North Bradley C of E Primary School, Church Lane, North  
Bradley, Trowbridge, Wiltshire, BA14 0TA

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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*.

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## **Description of the setting**

The Willows Pre-school opened in 2004. It is run by a voluntary committee and operates from newly-built premises in the grounds of North Bradley Church of England Primary School in North Bradley, Wiltshire. There is an enclosed area for outdoor play. The group is registered to care for a maximum of 24 children in the early years age range, with no more than 12 being under three years at any one time. The group is registered on the Early Years Register. There are currently 58 children from two to five years on roll. This includes 39 funded three- and four-year-olds. Children attend for a variety of sessions. The group supports children with special educational needs and disabilities. The group opens five days a week during school term times from 9am to 3pm. There are nine staff members who work with the children, six of whom have early years qualifications. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

The Willows is an effective pre-school, where children really enjoy their time. They work hard and make good progress in their learning and development. Children thrive because of the good levels of support and encouragement given by the dedicated, caring staff. The motivated and knowledgeable leadership has a shared vision of establishing a good quality service and a high commitment to continual improvement. There are exceptionally close links with other providers of early years provision and with the parents and carers.

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

To further improve the early years provision the registered person should:

- develop the outside area to stimulate children's curiosity in mark making, reading and numbers to support children's learning in the world around them
- plan activities to meet the needs of all children, ensuring that there are appropriate challenges for those who are gifted and talented.

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

All the records, policies and procedures that are necessary to promote children's welfare and for the effective management of the pre-school are in place and shared with parents. There are suitable arrangements in place to protect children. Robust appointment procedures are followed to ensure that staff are qualified and suitable to work with children. Staff have a good understanding of their responsibilities should any concern arise about children's safety. The majority of the staff have relevant early years qualifications, and are actively encouraged to further their knowledge and keep up-to-date with new legislation and current

educational and care ideas. Everyone at The Willows strives for improvement so that the children are happy, confident and safe.

The playworker, deputy and staff team work very well together to plan interesting activities and tasks for the children. The playworker has a clear vision and the deputy manager is most efficient in having all the required paperwork well organised for easy access and quick retrieval. At staff meetings, all staff contribute their thoughts, ideas and suggestions to help compile the well-written self-evaluation document. Leaders have identified the outdoor area for further improvement by increasing the display of written words and numbers. Children and parents have good opportunities to share their views and to be involved in developing the pre-school.

The pre-school is checked for hazards before the children arrive. The large outside area is closely supervised and is open to the children throughout the session. There is a wealth of resources for the children to use, which are well maintained and organised to promote learning. Resources are now at the children's height, which allows them to be independent and take responsibility for what they wish to play and work with. This is an inclusive pre-school where all children and adults are fully respected. Staff ensure that children who have special educational needs and/or disabilities receive the maximum support and encouragement to help them succeed. Staff and children enjoy each other's company, laugh together and work hard.

The pre-school has outstanding links with parents and carers who speak highly of the provision and appreciate the wonderful stories that their children's learning journeys tell. Parents and carers are encouraged to attend committee meetings and events, and to volunteer during pre-school sessions. There are outstanding partnerships with other early years providers, including a special school. The host school and pre-school ensure children here have a smooth transfer to school. Staff take children to do physical education in the school hall and the Reception teacher visits the pre-school to read stories to the group. There are also strong links with the church and the children enjoy stories read to them by the vicar.

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

The pre-school is welcoming, attractive and cosy. Children help to make the room feel welcoming by displaying their bright, colourful paintings and other work. Warm relationships are developed, with comforting smiles and lots of laughter throughout the sessions. Children respond well to the praise they receive and prize the reward stickers they earn. When younger children find sharing equipment difficult, leading to disagreements, staff are on hand to talk to them and help them to resolve their problems. Children are active learners and this helps them to gain appropriate skills for the future.

Relevant information is obtained from parents, carers and other sources to ensure that the children's particular needs are met. Children enjoy a good range of planned activities. They are eager to come into the room and begin their work

each morning. They quickly become absorbed in learning and progress rapidly. For example, as soon as they have self-registered, they look around at the activities and quickly decide what they want to do. While children are working, staff engage them in meaningful conversation, which supports children's developing ability to hold conversations with each other and with adults. Children thoroughly enjoy painting and exploring the mixing of colours. There is a good balance between child-chosen tasks and adult-led activities. However, staff do not always adapt activities to offer sufficient challenge to older and more-able children.

At registration time children learn how to listen and become interested in numbers by counting all the children in the group. They discuss the weather and the seasons. The interesting autumn display in the pre-school attracts the children; weird, knobbly-shaped gourds fascinate them and entice them to touch and explore. Review time, when everyone shares their morning experiences, is valuable and informative. Children share what they have done and worked at, and plan what they would like to do the next day. They use this time to sing and say rhymes, and they love to join in with the actions. At the end of the session, children become engrossed as they listen to stories. One boy responded to a picture of a crocodile by shouting out, 'I saw a crocodile without teeth but he had a long mouth!' One of the children's favourite times is when they read their learning journeys and discuss the wonderful stories they tell.

Children are learning well about healthy lifestyles and keeping safe. At snack time they know that they must pay attention to washing their hands and deciding on a healthy drink and snack of tangerine and crackers. One boy really enjoyed this and made himself an 'orange sandwich!' Children learn how important it is to clean their teeth through having a dental nurse come to talk to them. Visits from a paramedic help them understand what happens when someone is seriously hurt or very ill. Children also know why exercise is important and they play energetically outside on their tricycles and scooters. Children are clear about how to take care of themselves and each other. Staff arrange visits from the police and ensure children know what to do in the event of a fire. Children enjoy learning in the pre-school. They learn how to be creative and their curiosity is nurtured to help them explore the world around them. As one said, 'I like everything' and her mother said, 'Yes, my child wants to come here everyday.'

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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