

Willow Tree Pre-School

Inspection report for early years provision

Unique reference number

EY280609

Inspection date

01/03/2011

Inspector

Sarah Morfett

Setting address

Academy Road, Woolwich, London, SE18 4DJ

Telephone number

0208 8543695

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of 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. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group may attend the pre-school at any one time, four of whom may be under three. The pre-school is open each weekday from 9.15am to 2.45pm term time only. All children have access to a secure enclosed outdoor play area. The pre-school run forest school session once week.

There are currently 27 children in the early years age group on roll, four of whom are under three. Children aged three and four years receive funding for nursery education. Children come from the local community and attend both part time and full time; flexible hours are also available. The pre-school supports children with special educational needs, and children who use English as an additional language.

The pre-school employs five staff. All staff hold appropriate early years qualifications and one is working towards an early years foundation degree qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is promoted well through staffs in-depth knowledge of their individual needs. Children have access to a broad range of activities that are clearly linked to the Early Years Foundation Stage and overall, help children move forward at a good pace. The settings capacity for maintaining ongoing improvement is generally good. They are realistic in identifying their strengths and areas for development, having addressed most of the recommendations from their last inspection successfully. This shows their desire to improve. Partnerships with parents and other professionals are strongly established and contribute to children's ongoing development well.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of the names of the children looked after on the premises includes their hours of attendance

15/03/2011

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

- develop the risk assessment so that it covers anything with which a child may come into contact

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is promoted well through the effective procedures in place. Staff's understanding of the local safeguarding procedures is strong. They are confident of how they would progress a concern about a child in their care because they receive regular child protection training. A clearly written policy backs up their secure knowledge and includes the relevant local telephone numbers where they can seek advice or report a concern. The use of risk assessment and daily checks is generally good within the setting. However, the risk assessment does not cover everything that a child could come into contact with. This includes the outdoor area and some fixed equipment. The outside space is always fully supervised by staff; therefore, any impact on children's safety is reduced. The setting has rigorous systems in place to ensure that all adults working with children are vetted and therefore suitable to work with children. Regular appraisals ensure staff's ongoing suitability and identify priorities for their personal development. They access regular training opportunities through local authority run courses to keep their knowledge of children's development up-to-date.

Resources are very well deployed within the setting making it a stimulating learning environment. Toys and activities look inviting to the children who are eager to explore and play as soon as they arrive. They move around freely making choices about what they play with. Staff deploy themselves effectively throughout the session to give children maximum support whilst they learn.

Resources are in good condition, age appropriate and help children to achieve the targets the staff set for them. Most required paperwork is in place and maintained to a good standard. All visitors sign in on arrival and there is a system in place to record children's attendance. However, the hours of attendance are not recorded consistently. This is a breach of the requirements. A second record of who is on the premises is maintained by staff who tick when a child is present, meaning that the impact on children's safety is reduced.

Equality and diversity is incorporated into all areas of practice. For example, the planning, progress and development of the different groups of children is well promoted. The staff work with parents and other professionals to identify any children's need for additional support as early as possible. They have good links with the local inclusion team who help them set individual education plans for children with special educational needs, so they can move forward at a good pace given their starting points. Staff have a good knowledge of each child's background and individual needs and use this information when planning to ensure that all children's needs are met. The setting is accessible and the learning environment and resources are equally available to all children, helping them to reach their full potential.

Staff demonstrate a strong level of ambition to provide good quality care and promote good outcomes for children. They are reflective in their practice to identify the priorities for development, using regular evaluation of activities to

enable staff to identify and plan for future development. For example, changes have been made in the 3D modelling area where staff have provided children with a wider range of materials in labelled draws so that children can make decisions for themselves about what they use, therefore promoting their independence. They also have a strong commitment to develop themselves through training. This shows that they have a desire to maintain continuous improvement within the setting.

Children benefit from clear partnerships with a range of outside agencies and services, such as the local inclusion team, advisory teachers, and speech and language therapists who help to support the children, parents and setting. The partnership with parents is good. Parents say they are very happy with the care and support their children receive at the setting. There are systems in place for them to share their views through regular parent committee meetings. There is a regular exchange of information with parents providing them with details of how well their children are achieving and developing. This means parents are included in children's learning and development.

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

Children are happy and settled in the setting which provides children with good opportunities to make significant progress across all areas of their learning and development. They show they are settled in the warm and friendly environment as they quickly become involved in the familiar routine. Staff use a variety of effective teaching methods throughout the session; they know when to join in and guide children's learning, and when to sit back and let them experiment for themselves during the activities. They use open questions with the children to extend their learning; for example, asking 'how', 'why' and 'where' as they play. Children are happily engaged and focused in the activities and staff are very attentive, ensuring their emotional and social needs are well promoted.

Children are engaged in purposeful activity that continually promotes their curiosity and interest. Staff ensure that there are pens, pencils and paper with a wide range of activities, such as with the bugs and magnifying glasses so children can write up their findings, and in the home corner where they can make lists. This means children have good opportunities to practice their early writing skills and writing for a purpose. Children thoroughly enjoy filling up buckets with sand. As they lift them up they say 'it's really heavy.' When asked why the bucket is heavy, the child replies 'because it is full up' this shows that they are beginning to understand mathematical concepts. Children's creativity and imagination is well promoted through a wide range of activities such as free painting, collage, role play, and singing. This helps them to make good progress across all areas of their learning and development.

Each week children are able to take part in a Forest School session. Within these sessions children learn clear safety rules such as not putting anything in their mouths, not to pick anything that grows and to stay within the boundaries. They can explore and investigate using natural materials. For example, they pretend to

make cakes as they mix water and mud together and put it in cake cases, they hunt for bugs lifting logs and using spoons to pick them up safely, they build shelters for the toys animals and use mud, sticks and water for mark making. Children benefit from the good range of experiences on offer that complement their learning and development well.

There is a well developed observational assessment system in place. This includes a good system for recording children's starting points in consultation with parents. For example, an 'all about me' form records children's likes and dislikes and examples of what they can do. Therefore, staff have a secure base to move children forward from. They make regular observations of the children and use tracking sheets to link the observations to each aspect of the six areas of learning; this helps them to build a picture of children's progress. This information is used to plan for children's individual needs and ensures that activities are meeting children's individual needs. This helps them to move forward in their learning and development at a good pace.

Children play games that help them learn about keeping themselves safe. For example, during the forest school session they hide and staff call out 'one, two, three where are you?' Children shout 'one, two, three here I am!' This teaches children to stay where they are if they get lost and to shout out until they are found. Children behave well in the group because they are engaged in activities that interest them and help them to learn. Staff are good role models and teach children to be polite, saying 'please' and 'thank you'. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with good self-esteem.

Children have good opportunities to adopt healthy lifestyles. For example, they can free flow between inside and out throughout the session, thoroughly enjoying the opportunities to be active. They enjoy healthy snacks, taking an active role at snack time by putting butter onto their own cracker. Children are reminded to put their hand over their mouth when they cough or sneeze; therefore, the risk of infection is reduced. This means children's good health is promoted to a good standard.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----