

# Willow Rise Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127777
<b>Inspection date</b>	17/03/2011
<b>Inspector</b>	Linda Coccia

<b>Setting address</b>	Downswood Community Centre, Chiltern Close, Downswood, Maidstone, Kent, ME15 8XG
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<b>Email</b>	
<b>Type of setting</b>	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**

Willow Rise Pre-School opened in 1990. It is owned by a parent committee. It operates from the large hall, in a community hall in Downswood, near Maidstone, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. The premises are wheelchair accessible. It serves families from the local community and surrounding area.

The pre-school is registered on the Early Years Register and may care for up to 40 children in the early years age range at any one time. There are currently 46 children aged from two years to under five years, on roll. Children aged three and four years receive funding for nursery education.

The pre-school opens five days a week, from 9.15am until 12.15pm, for approx 38 weeks of the year. Children attend for a variety of sessions. The setting currently supports children with special educational needs and disabilities. There are procedures in place to support children who speak English as an additional language.

There are seven members of staff who work with the children. Of these, six hold a recognised early years qualification to National Vocation Qualification level 2 or above.

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

Overall the quality of the provision is good.

The pre-school is effective in its provision of a good range of toys and activities for children to access and is outstanding in including children's views in their evaluations and providing choices for children during each session. The providers have addressed recommendations made at the last inspection. Overall, this shows that the pre-school is able to maintain its continuous improvement.

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

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

- strengthen the use of self-evaluation to identify strengths and prioritise improvements for development that will continuously improve the quality of the provision for all children.

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

The parent committee employs a competent supervisor and staff team who ably run the sessions. They also employ an administrator. They all understand and implement the good procedures that are in place to safeguard children. The staff recruitment and vetting procedures are rigorous and robust. The supervisor can produce a comprehensive list of all persons who hold current Criminal Records Bureau checks. Risk assessments are carried out annually on all items that the children come into contact with. All regulatory paperwork is well maintained. This shows that children's well-being is promoted. The supervisor has carried out a good evaluation of the setting. She has used comments from parents from exit questionnaires, regular consultations with parents and individual children's views in the evaluation. However, the resulting plans for improvement have not all been linked to the pre-school's action plans. Through careful monitoring of children's play by staff, children are encouraged to make good use of the resources and space available. This has resulted in children having more choices about the toys they select to play with.

The pre-school is inclusive to all children. Their individual needs are met through a good range of procedures to support children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school's Special Educational Needs Coordinator works closely with a variety of different health and education agencies to ensure children receive the services necessary to help them develop. The pre-school has good partnership working with their local primary schools to ensure children have a smooth transition to school. They also use good partnership procedures to work with other care facilities and carers. Effective partnership working ensures that children are supported well. Parents are fully involved in the running of the pre-school through their elected committee. They complete exit questionnaires and are consulted about procedural changes. Parents' written comments show that they are very happy with the service being provided. Parents feel staff are friendly and approachable. They like the regular contact and exchanges of information they have with their child's key persons. Children receive consistent care because regular discussions of their needs take place.

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

Children are welcomed warmly onto the premises. They animatedly talk to staff about themselves and their families. Children are relaxed as they play. For example, they lounge on the floor absorbed in small world play. They happily approach staff when they need help. In this way children show they feel safe in the setting.

Children use a wide variety of good quality toys and activities during the session. They are proficient at using the computer and have all the skills necessary to

operate the programmes. They further develop their knowledge and understanding of the world by planting seeds, caring for them, watching them grow and measuring their growth. They create artwork from a variety of different mediums which are readily available at the craft table. Some of their pictures are displayed while others are taken home to parents. They are also creative with music as they use many different instruments from all over the world. They enjoy the comfy book area especially when staff are reading stories. Group time promotes conversation about the date, weather and seasons. Children vie with each other to give news from home. Mark making equipment is deployed well throughout the range of activities. Children care for 'Willow' who is a teddy bear. They take it home to look after at weekends. Willow has no designated gender and can be whatever the children want. Parents provide pictures and comments on Willow's activity with their children. This activity promotes children's personal, social and emotional development and includes parents in their children's learning. Throughout the session children are challenged about numbers and shapes and are skilfully questioned to promote their problem solving skills. Children are developing a good range of skills for the future. There are many opportunities for physical play activities both indoors and outside. Children are observed as they play. Key persons keep good records of how ably children play. They have a good understanding of the Early Years Foundation Stage and are able to assess the children in all of the areas of learning. They readily identify children's next steps which are used to inform the activity planning. Planning is carried out on an almost daily basis and therefore captures the impetuous of children's learning. Records show that children are making good progress towards the early learning goals and are having an enjoyable time at the pre-school.

Children eat when they choose at the snack bar. They eat food provided by their parents for snack time. Staff advise parents what to include in the snack boxes to promote healthy eating for the children. Staff are reviewing the outcomes for children at snack time as they are aware that children could be more involved in food preparation. Children have water available throughout the session and can pour their own drinks at snack time. Outdoor activities allow children to get fresh air during the session. They use water activities outside as well as activities such as balance beams and ride on toys. Children are beginning to adopt a healthy lifestyle because staff promote healthy eating and active play. The pre-school has outstanding procedures to involve the children in the setting. The children are involved in the activity planning. They are eager to be involved with adult-led activities and enjoy firm friendships with their peers. Children exceed staff expectations by the amount of knowledge that the children retain. For example, children are regularly challenged about safety issues and can all proficiently demonstrate their knowledge of the procedures. Children contribute to the setting through their self-initiated activities which encourage teamwork and sharing.

## 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	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
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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	1
The extent to which children develop skills for the future	2

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