

Willow Tree Pre-School

Inspection report for early years provision

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| Unique reference number | EY434410 |
| Inspection date | 07/02/2012 |
| Inspector | Janet Thouless |

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| Type of setting | Childcare - Non-Domestic |

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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*.

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.

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Description of the setting

Willow Tree Pre-school opened in 2011. The pre-school is a company registered charity and is run by a voluntary committee. It operates from the Community Centre based in Ifield West, Crawley, West Sussex. Children have access to a medium size hall, toilets and outdoor play area.

The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 36 children in the early years age group on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is open Monday, Tuesday and Thursday from 8.30am to 11.30am and 11.30pm to 2.30pm term time only. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. Children are drawn from the surrounding urban and rural areas.

The pre-school employs seven staff, and of these five hold appropriate 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 pre-school provides a safe, stimulating, inclusive environment. Practitioners provide a wide range of activities that meet children's interests and generally help promote their learning and development. There are good systems in place to ensure daily communication with parents and others involved in children's care and education. The pre-school reflects on their practice and has taken some positive steps to identify the strengths and weaknesses of the provision, this helps to ensure children benefit from continuous improvement.

What steps need to be taken to improve provision further?

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

- provide materials and resources for children to understand the indoor and outdoor environment and daily routines, orally, in pictures or using objects.
- develop further systems of self-evaluation to identify the groups strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of safeguarding procedures and know what to do if they should have concerns about a child. In addition, controlled entry at the hall door and a visitors' book help to further ensure that children are kept safe. Robust recruitment procedures ensure children are cared for by suitable adults. Comprehensive risk assessments of all areas which children may come into contact with are recorded effectively. As a result, children are confident to explore and learn in a secure and safe, yet challenging indoor and outdoor environment. The group implements an extremely comprehensive range of policies and procedures which are updated on a regular basis and are used to underpin current good practice. Practitioners undertake ongoing, relevant early years training to enhance their skills and evaluate all that they do in order to further improve their practice. Both management and practitioners demonstrate a strong commitment to making continuous improvements. Areas for improvement have been identified through discussion although systems for self-evaluation to help identify targets for future improvement are not yet fully established.

Children benefit from being cared for in a very enabling environment, which is welcoming and child friendly. The good range of activities and resources are well presented on low-level shelving in clear boxes that are labeled with pictures and words. This supports all children's differing needs in identifying their content and promotes their independence. Children are developing a good knowledge and understanding of diversity through the range of resources and artifacts' which reflect traditions within the children's cultures. The group is passionate about developing children's learning and development to ensure all children feel valued and fully included. The group places the promotion of equality of opportunity at the heart of the provision. Management and practitioners develop good links with parents of bilingual children. For example, every day words are sought from parents in children's first language. This helps welcome and settle children in to daily routines to support a smooth transition from home to pre-school.

The group has established highly positive partnerships with parents. Key workers have a sound understanding of each child's individual needs and family background. Parents are kept fully informed of their children's achievements through daily discussions, a daily diary if they require it and children's individual learning journals. Parents are positively encouraged to contribute to journals to promote continuity of care in meeting children's individual needs. Questionnaires are used to seek parent's views and suggestions are quickly acted upon which promotes positive partnership working. Regular information is shared with parents about any changes within the group, forthcoming events and celebrations. This ensures parents are kept fully up to date about the group's main events. The group establishes good links with other agencies. For example, teachers and other care professionals.

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

Children confidently leave their parents as the effective key person system ensures that children form strong attachments to practitioners. Practitioners show great kindness towards the children with cuddles and verbal reassurance when required. They are deployed effectively to offer support and guidance. This ensures that all children feel safe and are consistently supported and challenged during their play and learning experiences. Practitioners show a good understanding of the Early Years Foundation Stage and how young children learn through first hand experiences and play. There is a great emphasis on children learning through play and having fun. Planning for each child stems from the practitioners' observations of their interests, play and achievements, all of which are recorded in each child's learning journal. The adult led, planned activities are then accurately set at the right level for every child to ensure they enjoy and achieve consistently at their own level and pace.

Practitioners take every opportunity to challenge children's thinking such as comparing the weather on that day to the day before. They explore how the soft snow they played with yesterday has now turned to ice. They scoop up melting ice to make snowballs throw them up in the air and strike them with a racket. They discuss what happens if the ice is taken inside 'it turns to water' comes their reply. Children enjoy the abundance of books on offer they sit comfortably on cushions and chairs and thoroughly enjoy stories being read to them. In addition, they take home book bags which contain home language books to look at or read with parents. However, there is no visual information for younger children and those with little language to help them to become familiar with the daily routines, resources available and where to find them. Pictures and words are displayed that describe emotions which enable practitioners to talk to children about how they are feeling. This then helps children to develop strategies to cope with new, challenging or stressful situations. Children enjoy a wealth of creative media such as decorating biscuits for Valentine Day and making colourful jewellery from pasta shapes. This enables all children to be creative and experiment with different colours. Children develop an awareness of numbers and know numbers that are important to them such as their age. They recognise their names and those of others as they self-register on arrival. Children are supported well by enthusiastic practitioners, who encourage their curiosity, provide a wide variety of experiences which allow them to make good progress.

Generally children behave well and understand the rules. If reminders are required practitioners deliver these in a very calm and patient manner. During snack time children talk about the importance of sharing and being kind to each other and eagerly pour out drinks and pass fruits and spreads. They become independent in their self care skills, washing their hands before a snack. They help in the preparation of the snack and learn how to cut and spread a portion sizes for themselves. Everyday experiences such as children putting on dressing up clothes and taking off and putting on their shoes encourage their self care skills. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills. Interaction with other children and practitioners enable them to

develop positive social skills and develop valuable "getting along skills" for their future learning and development.

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

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| 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

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| 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

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| 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

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| 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 |

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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