

# Willow Pre-School

Inspection report for early years provision

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**Unique reference number**

EY434993

**Inspection date**

26/04/2012

**Inspector**

Jackie Phillips

**Setting address**

St. Paul's Church Hall, Boundary Road, West Bridgford,  
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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*.

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## Description of the setting

Willow Pre-School, a long established provision, is a community interest company group, which re-registered in 2011. It operates from St. Paul's Church within a community building in West Bridgford, Nottinghamshire. The pre-school serves the local area and has strong links with the schools. It is accessible to all children and there is a fully enclosed area for outdoor play. The pre-school is open each week day from 9am to 12noon with the exception of Wednesdays and 1pm until 4pm with the exception of Mondays, term time only. A maximum of 50 children at any one time may attend the pre-school for a variety of sessions, including on some days, a lunch club. No children may attend under the age of two years. There are currently 104 children on roll, who are all within the Early Years Foundation Stage.

The pre-school is registered on the Early Years Register. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs 16 members of childcare staff. The majority hold appropriate early years qualifications at level 3 or above. The pre-school welcomes support from volunteer helpers, including parents. Both managers at the setting have Early Years Professional Status. The pre-school is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals based on the provision of a varied and challenging range of learning experiences. Staff respond effectively to meet the individual needs of different groups of children. The operation and management of the setting runs smoothly, although, the record of risk assessments are not all dated or signed. Well-established relationships with parents, partners and other providers make a strong contribution to children's achievements and well-being. Effective systems are in place to make and sustain continued development of the provision. The strong pre-school team are keen to reflect and evaluate their working practises to secure further improvements.

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

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 11/05/2012

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

- develop planning systems to more effectively link learning experiences and opportunities between the indoor and outdoor environments enabling children to move independently between the two areas.

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

The pre-school is very well prepared prior to children's arrival. This means that staff can swiftly implement the varied range of planned activities. The pre-school has clear policies, strategies and procedures in place to ensure children's welfare, well-being and protection. For example, when parents and children arrive at the secure setting, effective monitoring procedures prevents unauthorised access or any child leaving unsupervised. This is repeated when children are collected at the end of the session. Staff access appropriate first aid and safeguarding training and have been checked to ensure that they are suitable to work and have close contact with children. Documents to confirm staff's suitability are stored off the premises to ensure confidentiality. Staff know the action to take if they have concerns about a child's welfare or well-being. Written procedures and public information is available for referral, regarding the protection of children, some of which is clearly displayed to share with parents. There are comprehensive risk assessment systems in place regarding equipment, outings and areas children use. However, not all records include a date or by whom they have been checked to ensure continued effectiveness. Children are happy and content within their environment. They move around confidently and are clearly comfortable in the presence of visitors. This shows that they feel safe and secure within their surroundings.

Space is used very well to meet the needs of children attending the provision. For example, it is effectively used to meet the needs of the youngest or eldest groups of children. Resources are good, fit for purpose and the varied range is used well by staff to support all children's learning and development. The environment is well organised with consideration given to help children to be involved in some choice and decision making. Although, children go for walks within the community and use the garden on a regular basis, the outdoor environment and the impact it has on children's learning potential is not well covered in planning methods. Observation and assessment of children's progress is an integral part of the learning and development process. Staff share information with each other and make systematic recordings of what they know and find out about each child's achievements and interests. They use this information to guide their planning. High significance is placed on involving parents through ongoing dialogue and welcoming their comments, either verbal or written, towards the assessment process. Partnership working within the wider context is good; making a strong contribution towards children's achievements and well-being. In particular to ensure individual children receive the support they need to make progress.

The well-established team are confident in their vision for the future and action for development and improvement is realistic and well chosen. All staff have the opportunity to contribute towards reflection of the service provided and the impact on children's care and learning. Parents spoken to at the time of the inspection were very complimentary, in particular regarding the information they receive, the

approachable staff and the benefits of being able to work alongside them as volunteer helpers. Displays around the setting help to keep everyone well informed and involved; contributing effectively to creating an inclusive environment that is conducive to children learning, being safe and well cared for.

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

Children enter the setting enthusiastically and quickly settle, separating from parents and carers confidently. They know the routine well, for example, finding the colour coded table of their key person and group to sit with at the beginning of the session. Printed cards help children to identify their name and are also used to place their pictures and personal belongings near them. The storage of many toys and resources at low-level helps them to make independent choices and decisions. Effective use of visual aids helps children identify different activities as part of the everyday routine or to make their individual needs known, particularly those with limited communication skills. They have the opportunity to be involved in small or large group activities and usually feel confident enough to acknowledge their presence at 'register' time. Some activities are well planned to help children make successful transitions into school. For example, being involved in the lunch club and meeting their proposed teachers, who visit from the local school.

Children make good progress in their learning because they are provided with a stimulating and challenging range of events and experiences. For example, they are encouraged to learn through investigating a varied range of materials. This includes, sand, play dough, soil for growing spring bulbs and making papier-mache constructions for the toy animals. They express themselves using a variety of techniques, such as, through music, colouring and painting. They celebrate a number of festivals throughout the year, including Easter, Christmas and a Jewish festival. Children visit local woods to search for small animals, natural resources and enjoy a picnic. They are involved in fund raising events, which are usually aimed at helping meet the needs of other children. This helps them to understand society and the world in which they live.

Construction models children make are often complex and resemble a book or story line they are familiar with. They build castles with tall towers and moving staircases and understand that more bricks are needed to support the bridge. This shows that they are able to organise their thoughts and ideas into something tangible and are learning to solve problems. Children are involved in effective routines to learn how to keep themselves safe and healthy. They use a varied range of toys and resources that introduces them to everyday information and communication technology, for example, programmable equipment. Overall, they are very well equipped with skills they need, in order to secure future learning.

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

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