

# Willowfield Pre-School Limited

Inspection report for early years provision

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**Unique reference number** EY439639  
**Inspection date** 21/05/2012  
**Inspector** Patricia Champion

**Setting address** Steepleview Community Hall, Laindon, BASILDON, Essex,  
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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**

Willowfield Pre-School is committee run by Willowfield Pre-School Limited. It was established in 1993 and re-registered in 2011 under new charity status. The pre-school operates from a large hall and small room within Steepleview Community Hall in Laindon, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 32 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.15am until 12.15pm each morning and from 12.25pm to 2.55pm on Monday, Tuesday and Thursday.

There are currently 55 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The pre-school is registered by Ofsted on the Early Years Register.

The pre-school employs 12 staff, of whom, 11 staff hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The manager holds a Foundation Degree. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children are happy, settled and really enjoy their time in the pre-school. Their health and well-being is promoted exceptionally well through good practice and a caring and consistent approach from skilled staff. Overall, the close liaison with parents and other early years professionals ensures that children's unique requirements are effectively met. Documentation is well maintained in most aspects. Rigorous reflective practice and self-evaluation ensures sustained improvements. Future plans are ambitious, focussed and innovative to ensure all children experience high quality care and education.

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

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

- enhance the information given to parents by reviewing and revising the written policies and procedures to reflect current practice
- involve parents more in the ongoing observation and assessment process by encouraging them to contribute to the learning journey records.

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

Secure safeguarding procedures ensure children's safety is prioritised at all times. Risk assessment and daily health and safety checks are very effective. Staff are fully aware of their child protection responsibilities and know what to do if they have concerns about a child's welfare. There are clear procedures followed for the recruitment of staff and for determining their ongoing suitability. All staff attend first aid and food safety training so that they can confidently deal with minor injuries or safely prepare food. Staff are extremely knowledgeable about individual children's medical needs or dietary requirements and have the necessary expertise to deal with allergies or extreme anaphylaxis reactions. Fire drills are regularly practised so that everyone can swiftly evacuate the premises in the event of an emergency.

There is an exceedingly strong team spirit and the manager is exceptionally successful in inspiring the staff towards meeting ambitious targets. A detailed self-evaluation process, which takes into account the views of parents and children, is highly effective in evaluating practice and identifying strengths and areas for development. In addition the pre-school seeks the views of other early years' practitioners and professionals. As a result, the areas targeted for future development are well researched and planned improvements have a beneficial impact on the children who attend. The staff team set up the play spaces to ensure that they appeal to the children and offer them opportunities to engage and explore in their self-initiated play, based on their own interests and ideas. Good use is made of the self-choice trolley by children when following their own creative ideas and they relish the opportunity to move freely between indoor and outdoor play.

Inclusive practice is positively promoted and very effective partnerships are formed with other agencies or early years professionals, such as, childminders, to ensure children's individual needs are met. Good links have also been forged with other settings that children are due to attend within the Early Years Foundation Stage, ensuring smooth transitions as children leave to start school. Designated staff have attended the relevant training to support inclusion or act as special educational needs coordinators and all staff make sure that children receive equal opportunities to progress. The resources and artefacts available to the children reflect a diverse society and they learn through their activities about cultural and traditional events and special celebrations. For example, currently they are taking part in a wide range of activities to mark the Queen's Diamond Jubilee.

Partnerships with parents are seen as very important and a range of methods are used to successfully share information. Notice boards, newsletters and welcome packs help parents develop a clear understanding of how the pre-school operates and keeps them informed of special events. However, there is potential for misunderstandings as some of the written policies and procedures available for parents have not been revised to reflect current practice. Good verbal communication is established with parents, which mean children's individual needs are known and can be supported well. Parents become involved in their children's

learning through the efficient book share scheme, joining the committee and attending special events such as the sports day. They have meetings with key persons to discuss their children's progress and can see their children's records at any time. However, parents are not yet fully involved in the observation and assessment process as they do not contribute their observations to the learning journey records. Parents are very eager to express how happy they are with the pre-school and say they are delighted with the care and education their children receive.

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

Children are developing an excellent understanding of why it is important to lead healthy lives. They take part in warm up and stretching exercises at the start of each session and this motivates them to become active and alert. Many opportunities are planned each day for children to play energetically and develop their coordination and physical skills, both indoors and outside. Children follow very effective personal hygiene routines and develop a strong sense of responsibility as older children make sure that younger ones remember to use the liquid soap and disposable towels. A nutritious and balanced snack menu is provided each day and children discuss the food that is good for you. Their knowledge of healthy eating is enhanced through growing vegetables in the outdoor area. The popular lunch sessions give children greater opportunities to develop their independence skills and they adeptly manage lunchbox containers while eating in social groups with the staff. Projects involving healthy practices have meant that children have gained an excellent awareness of dental hygiene. Food tasting activities have also promoted a high awareness of each other's likes, dislikes and cultural differences.

Children feel safe and have high levels of self-confidence, secure in the knowledge that caring and supportive staff are always on hand to get involved. Staff support the children well in their activities, initiating conversations that elicit interesting answers. Consequently, children are becoming more confident communicators. They play harmoniously together and eagerly become special helpers and assist staff with tasks. For example, they count how many children are present each day and ensure that there are sufficient plates and cups on the tables for snack. Certificates are awarded when children have made significant achievements or have contributed helpfully to the smooth running of the sessions. Children show great pride in their achievements. Although, staff are unable to permanently display artwork, posters and display boards with photographs are accessible at child height so that children can appreciate their own and others' efforts.

Children's individual learning is effectively planned for. Staff ensure that the learning experiences are designed to provide interesting challenges to help all children progress towards the early learning goals. Progress is monitored through a variety of methods of observation and assessments and key persons identify each child's learning priorities. The observations are supported by photographs and examples of creative work and mark making in individual learning journey folders. Achievements are meticulously tracked to ensure that there are no gaps in learning and key persons can efficiently provide additional support where required.

Children experience many opportunities to develop their problem solving, reasoning and numeracy skills as they play. For example, they use multi-coloured pegs and cubes to count and recreate patterns and develop an understanding of volume and capacity as they collect rainwater to tend to the plants in the garden. Children regularly use technology by independently accessing the computer to gain skills which will support them in later life. Children have many opportunities to make marks and some notice words have meanings and are beginning to recognise or write their names on their creations.

## 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	1
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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### 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	1
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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