

Willows Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Willows Pre-School Ltd registered in 2011. It is one of two settings run by the provider. It operates from a self-contained building in Colliers Wood Park in the London Borough of Merton. Children are cared for in one large room with a designated area for children under two years of age. There is a fully enclosed outdoor play area.

The pre-school opens from 7.30am until 6pm, Monday to Friday, throughout the year. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for 28 children, from one year to the end of the Early Years Foundation Stage, of whom three may be under two years at any one time.

The pre-school is in receipt of nursery education funding for children aged two, three and four years. It supports a number of children who have special educational needs and/or disabilities as well as those who speak English as an additional language. There are thirty three children on roll, all of whom are in the early years age group. Some of the children attend on a part-time basis.

There are eight members of staff who work directly with the children. Of these, six hold a recognised early years qualification to National Vocational Qualification at level 3 or above and four have Early Years Professional Status. Two staff are currently working towards a level 3 qualification and another is working towards a higher qualification. The pre-school also employs a housekeeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress in their learning. Effective arrangements exist to promote their safety and to ensure all the children have equal access to resources. Overall, children's good health is well promoted. Strong links with parents and others help to involve them in the children's care and education and they are kept well informed. There is a very good capacity to sustain improvements because the leader uses self-evaluation effectively to identify clear areas for improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the existing procedures for promoting children's good health .

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are very good because there are effective procedures for identifying any child at risk of harm and for liaising with the appropriate child protection agencies. Additionally, extensive recruitment and vetting procedures, including the successful induction of new practitioners, further promote children's welfare. Children's safety is further promoted through very comprehensive risk assessments.

The pre-school places a strong emphasis on working in partnership with parents and they receive comprehensive information about the pre-school's policies and the activities in which their children will be involved. Parents are full of praise for the excellent service and attribute their children's progress to knowledgeable staff. Parents are highly valued and members of staff record daily information to share with them at the end of the session. The very effective key-person system promotes the children's welfare and ensures key information is passed on. Parents also receive interesting ideas on how they can support their children's learning at home.

Children's learning and development is fully enhanced by excellent links with other professionals involved with the children such as, speech therapists. They work very closely together implementing clear and well-targeted education plans to provide consistency in children's learning. Displays and the excellent use of resources and activities greatly promote diversity, inclusion and equal opportunity.

The leader is motivated and enthusiastic. She leads a committed and passionate team who work extremely well together. The pre-school uses self-evaluation to identify what it does well and areas for improvement. Parents receive questionnaires to comment on the service and to suggest areas for development, such as purchasing a security light for the dark evenings. The vision of the nursery is consistently communicated to all members of staff in a variety of ways. There is a strong capacity to sustain improvement.

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

Children make excellent progress in their learning and development because members of staff are highly qualified, knowledgeable and fully embrace the Early Years Foundation Stage. They plan and deliver interesting and stimulating learning activities, indoors and outdoors, based on the children's interests and needs. All the children have equal access to learning resources, both indoors and outdoors. Members of staff are extremely sensitive to children's needs and use interesting teaching methods to promote inclusion. For example, the visual timetable is particularly beneficial for children who have limited language development. Members of staff ensure that the children have necessary resources to extend their learning. For example, staff provide large sheets of paper for the children who

show very good concentration skills while they draw train tracks. Children very confidently initiate their play, make a positive contribution to their learning and work harmoniously together. The children are equally happy to work on their own or in small groups and they enjoy listening to stories in a large group.

Members of staff value the children as individuals and know each child and their family background very well. Children with linguistic diversity are fully supported to access resources and labels are printed in their first language. A list of languages adults speak is displayed to provide opportunities for children to use their home language in their play and learning. Lots of signs, printed in other languages, are used to ensure parents and children are included. Furthermore, staff talk and read stories to the children in their own language. Children who have special educational needs are fully supported and members of staff work with other agencies to ensure children receive the correct support, information and resources to meet individual needs.

Children's self-esteem is greatly promoted and they settle quickly because displays include photographs of them engaged in activities. Children's progress in communication, language and literacy is developing very well and they attempt to write for a variety of reasons, for example, they write shopping lists and make books. Children learn from an early age that print carries meaning through labels and text. The book corner is inviting, so the children regularly help themselves to a book. Children think critically and ask pertinent questions as they wait to go outside. For example, they ask why the football goal is small. Children develop excellent skills for the future and play in the home corner provides opportunities for them to explore volume as they pour liquid into plastic bottles. Children skilfully use the mouse to carry out tasks on the computer and follow instructions to print out their work. Most children count reliably up to 20 and put objects into groups. They record information on a graph, recognise simple shapes and make connections in their play. For example, they hold up an oval shape and tell adults 'It's oval like the mirror at home' and 'the same shape as an egg'. Every day the children have opportunities to explore their thoughts and ideas, through a variety of art work, music and role play.

Children benefit from interesting and exciting opportunities to learn about the world around them; they regularly visit places of interest such as museums and local parks to support their learning. Visits to the farm promote children's understanding about how things grow and they pick fruit and vegetables to take home. This contributes to their good health as children are keen to try the food they have picked themselves. However, there are some minor inconsistencies in promoting children's health. They learn from an early age to use recycled material such as ribbons, plastic discs and boxes to make interesting models.

Children show they feel very safe and secure in the way they relate to adults; they cuddle up and sit on their laps. Children help themselves to aprons before they engage in painting and other messy activities and wait by the door for adults to lead them outside. When playing outside, they run skilfully and safely around cones. They handle equipment both indoors and outdoors safely and listen keenly to instructions.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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