

# Willow Tree Pre-school

Ifield Community Centre, Ifield Drive, CRAWLEY, West Sussex, RH11 0HD

<b>Inspection date</b>	28/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The management team are strong leaders and their good management underpins all aspects of the provision.
- The pre-school works closely with outside agencies and professionals to support children and families well.
- Staff treat all children with respect and kindness. Children enjoy their play and learning in their company.
- Staff recognise the capability of children in their care. They set them good challenges that encourage them to be independent and do things for themselves.

### It is not yet outstanding because

- The outside learning environment does not maximise learning opportunities for all children. Staff do not set out equipment in ways to encourage children to fully explore their surroundings.
- Children cannot easily access a wide range of unusual or interesting materials and resources that inspire exploration and support free creativity.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and the interaction of children and staff indoors and outdoors.
- The inspector had discussions with the management team, supervisor and spoke to various staff members and children's key persons.
- The inspector checked evidence of staff suitability and qualifications and sampled other required documentation, including children's assessment records.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of the views of parents expressed in questionnaires and spoken to on the day of the inspection.

## Inspector

Debbie Newbury

## Full Report

### Information about the setting

Willow Tree Pre-school (Ifield Drive) registered in 2012. It is one of four registered settings, all of which are registered charities. It is run by a voluntary committee comprising of parents of children who attend the pre-school. It operates from the

community centre in Ifield, near Crawley in West Sussex. Children have access to the main hall, toilet facilities and an outside play area. Children attend from the surrounding urban and rural areas. The pre-school opens Monday, Tuesday, Thursday and Friday from 8.45am to 2.45pm and Wednesday from 8.45am to 11.45am. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll aged from two to four years. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications. The manager holds early years professional status and the deputy manager is studying for this qualification. The pre-school receives support from advisors from the Early Years and Childcare Service and other professionals.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide more interesting activities and resources outside to maximise learning experiences for all children and encourage them to explore outdoor areas further
- develop the educational programme for expressive arts and design by making a wide range of unusual and interesting materials and resources that inspire children to explore texture and colour, more easily accessible to children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff promote children's learning and development effectively overall, enabling them to make good progress. Each child is supported by a key person who has responsibility for monitoring their achievements and planning for the next steps in their learning. This information is shared with parents. For example, staff have completed written progress checks for some two-year-old children where they have been attending the pre-school for some time. Staff are in the process of completing these for more recent starters and share these with parents to support a shared approach to children's learning.

Staff engage positively with children. Some staff are especially good at seizing on

children's interests and use these to extend learning opportunities. For instance, staff support some children's desire to search for 'treasure' and they help them in this task. Staff value and encourage children's imaginative play. They show interest in their ideas and ask questions as children announce that they are going into 'the jungle' and talk about the 'monkeys and birds' they can see. They willingly join in when children tell them that they have to say a password before they can pass and ask how many times they need to repeat this. This encourages children to think about numbers and quantity in a meaningful way.

Children help a member of staff to make modelling dough. They follow an illustrated recipe card and staff encourage children to play an active role as they add the different ingredients. The staff member uses lots of mathematical language and repeatedly recaps the different stages they have completed. This means that children make connections between their actions and what happens to the ingredients. Children take turns and some use descriptive language as they talk about the mixture being 'gooey.' This means that children are able to understand how the different stages of the activity resulted in the dough at the end. These activities also support children to be ready for school, as they are able to listen, understand and take turns with each other.

Children help tell the story of 'The three little pigs' as they respond to questions about what happened. They all join in enthusiastically with the familiar chorus. Children have a repertoire of songs and rhymes and staff follow their lead as they suggest what they would like to sing. Children participate in planned art and craft activities and they are able to explore basic collage materials, glue and paint stamps. However, some of these items are stored out of reach and children therefore have to rely on staff getting them out. These resources are also not especially interesting or inspiring and do not encourage children to want to investigate or explore them creatively.

Children benefit from different experiences that help them learn about the world they live in. They visit the local shops to buy ingredients for cookery activities and enjoy a visit from the fire brigade. Children learn about technology as they explore a light box. They also have opportunities to use a computer. Staff are in the process of putting together an 'our world' display board with the help of parents. This reflects the rich diversity of culture and language that is evident amongst the families attending the pre-school.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled. They separate easily from their parents when they arrive, demonstrating that they feel secure and enjoy good relationships with staff. Staff and parents complete 'all about me' forms when children first start at the pre-school. This contributes to their continuity of care and the ability of staff to meet individual needs. Staff providing children with their own special place to keep their pictures or items they bring in from home, which they can access independently. This adds to their sense of belonging. Children mostly behave very well. However, there is sometimes a lack of consistency amongst some members of the staff team to intervene on occasions where children run indoors. Management is aware that there needs to be a more consistent

response in such situations and this is being addressed. Staff constantly praise children's efforts which fosters their self-esteem effectively and helps them feel proud of themselves.

Children select what they wish to do from the different resources and activities on offer. They are able to make their own decisions about whether they play inside or outside. Staff make sure that the play provision inside reflects all areas of learning and that children can help themselves to a generally good range of items. Staff are in the process of putting together a photographic resources book, which will further extend the opportunities children have for free choice. Children like being outside. They particularly enjoy exploring in the wooded area and they benefit from good quality staff interaction at this time. However, as a learning environment, the outside area lacks appeal. Staff set out a small selection of outdoor play equipment to encourage children's physical development. However they do not ensure children can independently access interesting activities and resources to maximise other learning opportunities in outdoor areas.

The pre-school uses effective practices to promote children's physical, nutritional and health needs. Staff set up some large play equipment inside, such as the climbing frame and they play parachute games with children. Children play ball games and ride bikes outside and they have space to run. Staff allow them to take risks such as swinging on branches under supervision. Older children attend regular sessions at another Willow Tree setting. This has an adventure playground and provides children with more challenging opportunities to engage in risky play. Children understand the reason why they must wash their hands before eating and staff talk to them about the need to throw away food if it falls on the floor. They enjoy a good selection of fruit and other healthy options at snack time. Parents are encouraged to contribute items. This means that children are often introduced to something they may not have tried before. Staff use snack time as an opportunity to sit and chat with children and to promote independence and self-help skills. Children pour drinks, butter their toast and cut up their fruit.

Children regularly take part in practice fire drills to help develop their understanding of what they need to do to evacuate the building in an emergency. Staff use situations that arise to talk to children about safe practices. They explain that they should not throw stones and that they need to be careful as they play with branches from a tree.

The pre-school has not yet cared for any children who have moved on to school. However, management is very aware of the need to prepare children for this. They have implemented effective measures at their other settings and intend to introduce similar arrangements at this pre-school. These include introducing physical education sessions so children can practice changing their clothes and building links with the schools children will attend.

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

The leadership and management team have a secure understanding of the requirements of the Early Years Foundation Stage. Managers are well qualified and have a lot of

experience, which they draw on to support staff. They have a good overview of the strengths of the pre-school and have identified priorities for improvement. They have devised action plans with time-scales to complete improvements. The pre-school evaluation takes account of the views of staff, parents and children and local authority advisors. This fully integrated approach means that the pre-school is well placed to continue to improve. Required documentation, and other records which contribute to the efficient and effective organisation of the pre-school are in place.

All members of the staff team are qualified and they work well together. As a result the session flows smoothly and staff create a happy and welcoming environment so children enjoy coming. Management implements effective measures to monitor staff performance and promote their continuous professional development. This is achieved through regular supervision sessions, appraisals and observing one another's practice. Staff are encouraged to attend training courses to develop their knowledge and improve outcomes for children. Some members of the team are pursuing their studies to degree level, which demonstrates a very positive attitude towards improvements.

Stringent policies and procedures are in place to safeguard children. Management and staff have a secure understanding of their responsibilities with regard to child protection and the action they must take if they have any concerns about a child's welfare. Everyone completes relevant training which is appropriate to their role. There are effective systems in place to ensure the initial and ongoing suitability of staff and any volunteers working at the pre-school. Staff complete daily checks of the environment and there are records of risk assessments in place. The arrival and departure of children is closely supervised to make sure that staff are aware of precisely who is on the premises.

Arrangements for working in partnership with parents are good. Parents are well informed about the organisation of the pre-school and they receive comprehensive information about the Early Years Foundation Stage. This helps them understand the requirements placed upon staff. Children's key persons act as a link between the pre-school and home. This relationship is supported through informal discussion, the completion of contact books and meetings to discuss children's progress. Parents are encouraged to be involved in their child's learning by borrowing books to share with them at home and to pass on any 'wow' moments. Parents express positive views about the pre-school and the staff caring for their children. They feel their children are happy and eager to attend and they find staff approachable and interested in their children.

The pre-school has established very effective systems for working in partnership with other professionals or agencies who may support children and families. This includes inviting outreach workers and other therapists to come in to the setting to work alongside parents and children, and organising stay and play sessions. This is beneficial because it promotes a cohesive and fully integrated approach to meeting children's individual needs. This level of continuity has also been established in respect of children who receive care and education in other early years settings.

The requirements for the compulsory part of the Childcare Register are **Met**  
 The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY451925
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	881671
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Willow Tree Pre-School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01293 537400

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their



Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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