

# Willows Pre-School Playgroup

Overdale Infant School, Eastcourt Road, LEICESTER, LE2 3YA

## Inspection date

13/03/2013

Previous inspection date

06/07/2010

## The quality and standards of the early years provision

**This inspection:** 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, they make rapid progress in their learning and development.
- Children have exemplary support to develop communication and language skills through robust staff understanding and practice, along with the support of parents, contributing to this area of learning.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.
- The key person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and self-assured in the setting.
- Partnerships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures that children receive excellent support and consistency and continuity in their learning and development.
- The manager and staff are dedicated to providing high quality care and learning for children. The rigorous monitoring of all aspects of the setting enables them to clearly target and continue to strengthen practice.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held discussions with the deputy managers at the beginning of the inspection and throughout the day.
- The inspector observed activities in the playrooms and in the garden area and spoke to staff and children.
- The inspector held discussions with parents and obtained their comments from parental surveys the setting had carried out.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and looked at the settings self-evaluation form and some policies.

## Inspector

Claire Jenner

## Full Report

### Information about the setting

The Willows Pre-School Playgroup and out-of-school care was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built mobile within the grounds of Overdale Infants School in Leicester and is privately managed. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday during term time and offers a holiday club for three weeks during the summer. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions.

There are currently 124 children on roll, of whom 90 are within the early years age group. The nursery provides funded early education for, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

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

- extend the already good access to programmable toys and equipment to further enhance children's opportunities to learn about technology.

## Inspection judgements

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

Managers and practitioners have a very secure knowledge of the Statutory Framework for the Early Years Foundation Stage and an excellent understanding of how children learn through their play. Practitioners have high expectations of themselves and the children, and provide a wealth of challenging and imaginative play and learning experiences. Systems to assess children's starting points and ongoing progress are well established and includes all those involved in their learning. Practitioners prepare detailed plans that cover all the areas of learning and reflect children's individual interests and next steps. As a consequence, children enjoy a busy and active time and make excellent progress in their learning and development.

Parents receive regular feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. They are invited to attend

parents meetings with their child's key person on a regular basis. In addition, they are invited to borrow books and games to use at home and have easy access to a broad range of information about activities and learning objectives within the setting. Consequently, they are fully included and are helped to understand how to support their children's learning at home.

Children's communication and language is extremely well promoted as practitioners pay very close attention in helping them to acquire the necessary skills for the future. The utmost priority is given to ensuring all children are provided with the necessary support to help them make rapid progress in their learning. Practitioners use a range of strategies to include and support all children, such as, visual time tables, picture cards and one-to-one groups. They talk to parents about language spoken at home and ask for key words which help them to meet the children's needs. Practitioners use these consistently during play and everyday routines. As a consequence, children hear a range of languages and recognise the skill in being able to speak more than one. In addition, they use labels in the languages spoken by the children to support their reading and numeracy skills. Children are confident to use and regularly refer to the picture cards to express their needs and feelings. For example, children point to the 'happy face' to show their pleasure in joining a planned group session.

During circle time practitioners successfully use props to encourage listening and ensure all children are given opportunities to speak and therefore fully participate in the activity. Materials for making marks are widely available both indoors and out and presented in different ways to capture the interest of all children, such as in the role play area, outside and on art and craft tables indoors. Children begin to give meaning to marks as they recognise their individual name cards and coat pegs. They self-register on arrival and find their space at snack time. Books and reading materials from many cultures are readily available and children enjoy the one-to-one experience of sharing them with practitioners or participating in group story time. Practitioners skilfully use tone and intonation as they tell stories and share picture books with children. For example, children show great interest in the picture of the 'long snake' and they confidently repeat the words as they trace their finger from head to tail.

Children use their creative skills and explore media during art and craft activities where they have free access to paper, glue, scissors and pencils. They enjoy making and listening to music, spontaneously singing their favourite songs or listening to and taking part in group sessions. Practitioners provide an extensive range of opportunities for children to seek out patterns, count, sort and match through a range of games, construction toys and everyday routines. For example, they confidently count to 10 and beyond as they line up after playing outside and consider how many wheels they will need on the car they have just made. Children have good access to a range of programmable toys, such as computers. However, arrangements to enable opportunities for children to access this equipment independently, are less consistent. Practitioners take advantage when situations arise to challenge children. For example, they encourage children to use a ruler as they measure and talk about the length of the tissue paper square they have created. This contributes extremely well towards their skills for the future and in preparation for their move into full time school. Children attending the before and after

school service have full use of the facilities. Consequently, they freely explore and discover both indoors and outdoors which compliments their school day very well.

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

A calm and caring atmosphere creates a positive learning environment for all and children are highly valued as individuals. Careful consideration is made to the allocation of each child's key person. This supports extremely close bonds between children and practitioners and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and ongoing support that they receive. All children show a strong sense of belonging within the provision and settle well because practitioners have an excellent knowledge of their individual likes, needs and routines. They work closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from one setting to another are exceedingly well managed as practitioners have established very positive partnerships with other providers, such as local pre-schools and schools. For example, practitioners visit other settings in the area where younger children may attend or have attended. Three-way daily communication sheets between practitioners, school staff and parents ensure the transition for older children to and from school is effectively supported.

Practitioners give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities both indoors and out, providing a highly stimulating learning environment for children. They are encouraged to develop healthy lifestyles and learn about the importance of exercise. Children frequently participate in physical activities and enjoy free flow access to the extremely well-resourced garden. Children make full use of the equipment available. They show their delight as they steer the bikes and trikes around the miniature road marked on the path or practise throwing and catching balls to one another. Practitioners reinforce safe practice with equipment and toys diligently to instil good habits from an early age. For example, when climbing the steps of the slide they are reminded to hold onto the safety rail and to sit down as they slide from top to bottom.

Children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and recognise that some food choices are more healthy than others. For example, children talk about how fruit is 'good for you' at snack time and consider other healthy options they could try. Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners and at snack time pour their own drinks. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together, know what is expected of them, learn to take turns and value one another. Practitioners skilfully support children to understand the potential impact of their actions on others. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small enthusiastically celebrated. For example, practitioners thank children for their 'good counting and good listening' during a

planned activity and invite them to select a sticker to place on their card. As a result, children have strong self-esteem and confidence.

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

Managers and practitioners have an excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The highly comprehensive policies and procedures underpin practice within the setting and are clearly understood and implemented by all. Well-established recruitment and vetting procedures mean that practitioners undergo robust suitability checks and have completed training or are willing to do so. All practitioners complete a thorough induction process to help them understand their roles and responsibilities. A broad range of monitoring and performance management tools help managers to effectively support staff. As a result, any practice or training issues are quickly identified and addressed. In addition, managers and practitioners work incredibly well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive and positive environment for children to play and learn. The setting implements robust risk assessments, which ensures a child friendly and safe environment for children to play and explore with confidence. Practitioners assess the area on a daily basis and remain constantly vigilant to potential hazards. In addition, the close working partnerships between practitioners ensures the level of supervision is consistently high.

Practitioners have formed very strong partnerships with parents who value the service highly. They state that they feel fully informed and included in their child's care and learning at all times and benefit from regular verbal and written feedback. Parents are invited to attend meetings about their children's progress on a regular basis and to participate in practical workshops. An extensive range of information is made readily available to parents and they routinely have access to policy updates to keep them informed about current practice. The setting has excellent strategies in place and has established effective partnerships with other agencies in order to give consistently high levels of support for individual children.

Managers and practitioners are passionate and committed to the service they provide. They work incredibly hard to keep up to date and maintain the outstanding practice within the setting. They share the same vision for continued development and systems for ongoing self-evaluation are effective in identifying a detailed plan for future developments. Managers have an excellent overview of the curriculum through the meticulous monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. The setting consistently takes account of children's and parents' views, thoughts and feelings, to guide and inform practice. They are encouraged and their comments welcomed as they feedback their comments through regular questionnaires and ongoing discussion. As a result, they are fully involved in affecting change in this exemplary setting.

### **The Childcare Register**

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
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 action. 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>	EY400764
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	906488
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Kathryn Janet Green
<b>Date of previous inspection</b>	06/07/2010
<b>Telephone number</b>	0116 288 7663

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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, which are usually the childminder's 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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