

Willow Childcare Centre

Litchaton Way, Woodford, Plympton, Plymouth, Devon, PL7 4RR

Inspection date	03/04/2013
Previous inspection date	30/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have a broad range of well planned activities to support their learning and development. They have a good rapport with staff.
- Systems for monitoring children's progress are well organised to support the planning and children's next steps in their learning.

It is not yet good because

- not all records were available for inspection to ensure the safe and efficient management of the setting.
- although children have free flow play to the outside area and are able to choose freely from the resources, staff are not yet fully extending children's learning opportunities as they play and explore.

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 observed children's play and staff interaction in the playrooms and the outside learning environment.
- The inspector sampled relevant documentation, including evidence for staff vetting and some policies and procedures.
- The inspector talked with the staff and children.
- The inspector held meetings with the manager.
- The inspector undertook a joint observation with a member of staff.

Inspector

Sally Hall

Full Report

Information about the setting

Willow Childcare Centre (formerly known as Woodford Rascals Day Nursery and Out of School Club) first opened in November 1996. It is managed by Woodford Schools Trust. It operates from a purpose built building, with additional provision for the out of school club. It is located on the same site as Woodford Primary School in Plympton, a residential area of the city of Plymouth. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is open on weekdays between 7.30am and 6pm for 51 weeks of the year, with a holiday playscheme operating during school holidays. A Forest School is run daily in the setting's own woodland. There are currently 192 children on roll in the early years age group. The setting receives funding for the provision of free early education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children with English as an additional language. A total of 40 staff work with the children, 36 of whom hold appropriate childcare qualifications, and of these, two are qualified teachers.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that records are easily accessible and available for inspection.

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

- develop the outside play area further to fully enhance the learning opportunities for children to learn as they play and explore.

Inspection judgements

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

Children are happy and have a positive rapport with the staff who support them well in their learning and development. Each child has a key person to support them to be settled and to monitor their development. Observations and assessments are completed effectively to monitor children's progress and to support them in their next steps of learning. Children take part in a broad range of well organised activities. They concentrate well at their chosen tasks. They have time to complete activities to their own satisfaction and to return to activities. Children take pride in what they are doing. They enjoy being able to choose which room they want to play in and have free flow play to the outside

play area. Children can choose from a wide range of resources and activities outside, although staff have yet to extend this area to fully enhance children's play experiences.

Children share and take turns well and are keen to show what they are doing. They enjoy role play in the mud kitchen outside, concentrating as they carry water from the sink outside to role play cooking with mud. They enjoy running and using physical equipment outside, supporting their physical development. Staff interact very well with the children, engaging in conversation with them as they play. They show interest in what the children are doing and ask open-ended questions to extend children's thinking, giving them time to respond.

Children behave very well. They listen to instructions and respond appropriately. Children learn to take risks, such as when building with crates. They learn their own limits, for example, when playing with hoops, they learn the concept of needing space. Children learn to keep themselves and each other safe as they play. For example, when playing on the swing horse, they know a member of staff must be close by. Children learn good cooperation skills as they play. For example, they know the area where they can ride bikes safely so it does not impact on the safety and enjoyment of where other children are playing.

The staff has a secure understanding of how children learn through play and to support children well in all areas of learning. Partnership with parents is given high priority; they are warmly welcomed on arrival and a good exchange of information is shared with them about what the child's day has been like. Children's progress is shared regularly with parents through parent's evenings to provide a shared approach to children's learning and development. This enables parents to be able to support their child's learning at home. Children enjoy a wide range of craft activities and are encouraged to use their own ideas and imaginations. They learn to handle small tools and use scissors carefully. Children are prepared well for the transition to school. They are learning good skills and are confident and have good self-esteem.

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

Children choose from a broad range of toys and resources that staff maintain well. Babies enjoy exploring and investigating with sensory toys and heuristic play. They are well supported by their key person giving reassuring cuddles as they tire or become upset. Babies' individual needs and own routines are met well by the key staff, who record well documented information to share with parents at the end of the day. The babies have a separate outside play area. This enables them to be able to crawl and play safely and have outdoor equipment suitable for their ages and stage of development. The setting has highlighted the outdoor play space as an area for enhancement in their evaluation of the premises. As a result, they are in the process of making improvements to fully extend children's opportunities for outdoor play and exploration.

Children have a varied diet provided through a cafe style snack time. They have nutritious meals cooked on the premises and meal times are organised effectively. For example,

tables are made ready and meals are swiftly served to all the rooms. Children learn good social skills at meal times. They confidently serve themselves at lunch time, putting on their plate what they think they can eat and knowing they can go back for seconds. They help themselves to drinks and will help each other. They learn about self-care from a young age and are independent in taking themselves to the toilet and know to wash their hands before meals.

Children have role play areas set up in the playrooms that staff regularly change to provide variety and to support children's individual interests, such as doctors and nurses and a vets surgery. They have access to crayons and pencils to support their early writing skills, for example, by making marks as they play. Children have their own printed names used as placemats, which increases their understanding that print carries meaning. They learn to count naturally as they play, such as how many chairs they need for everyone. Children enjoy forest school activities, such as den building and making camps. They learn problem solving by making puzzles and learn about volume playing with sand and water.

Children learn about their own community and the wider world by celebrating festivals and growing vegetables throughout the year. They experiment with different textures, such as shaving foam and baked beans, talking about what these feel like. Children enjoy stories and action songs and are confident to express themselves. They are keen to share their home news and chat happily with their friends as they play. Children receive consistent praise and encouragement from staff to build their self-esteem.

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

During the inspection, information came to light that the provider had not submitted the required documentation regarding the suitability of the nominated person for the setting for a significant amount of time. This was a breach in requirements and demonstrated vetting systems were not sufficiently robust, which compromised children's welfare and well-being. However, since the inspection the setting now has a new nominated person in place, whose suitability checks are either fully complete or well underway. This means the setting is no longer breaching this requirement and is therefore able to safeguard children and promote their welfare appropriately in this aspect.

Although there are detailed records of suitability checks available for all members of staff working with children, a record of the suitability checks for all adults involved in the setting who have regular contact with children was not available at inspection. The lack of availability of this record is a breach of requirement. However, the impact on children's welfare and well-being is reduced as evidence gained since the inspection confirms the suitability checks for these adults have taken place.

Systems are in place to supervise staff, and staff appraisals are used to identify areas of training to support staff development. The premises are secure and a record of visitors is maintained. Risk assessments are completed and daily checks of the rooms take place to help ensure a safe play environment for children. The nursery has been awarded five stars

for food hygiene. The staff working directly with the children are well qualified and systems are in place to ensure they keep up to date with the required training, such as first aid. Staff demonstrate a secure understanding of what to do in the event of a child protection concern. They have completed safeguarding training, with new members of the team booked to attend. Safeguarding children is covered in detail as an important part of the induction process for all staff. The manager asks staff to sign a professional conduct agreement and discusses the settings' expectations of the staff and the ethos of the nursery during their induction. During regular team meetings, the manager takes the opportunity to discuss safeguarding to make sure all staff are clear of their role and responsibilities. She also highlights staff protocol and professional boundaries to ensure these are clear to all members of the staff team.

Secure systems are in place to support children to quickly settle when they first join the nursery. For example, introduction visits take place and information is exchanged with parents to ensure staff know children's likes, dislikes and individual routines. Children have gradual introductions to the next room when they are ready to transfer. This helps to ensure they feel confident and familiar with the new environment. Parents are introduced to their child's new key person, prior to their child moving rooms. Children are prepared well and learning the skills they need in readiness for when they start school.

The setting has the required policies in place and documentation to support children's care is in place, including the required parental consents to promote children's well-being. There are appropriate systems in place to evaluate the daily running of the nursery. The nursery has links with the adjacent Children's Centre, the school and with outside agencies to support children's individual needs. They use the Bristol Standards to support their own self-evaluation.

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

Unique reference number	117167
Local authority	Plymouth
Inspection number	907769
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	114
Name of provider	Woodford Schools Trust
Date of previous inspection	30/05/2012
Telephone number	01752 347170

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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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