

Willow Tree Pre-School - Cherry Lane

Cherry Lane Adventure Playground, Cherry Lane, Langley Green, Crawley, West Sussex, RH11 7NX

Inspection date	09/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a good range of interesting, stimulating activities. They encourage children's decision-making skills by enabling children to access learning opportunities indoors and outside.
- Overall children progress well in all areas of learning because the quality of teaching is good and staff give children support.
- Staff clearly understand children's individual needs and plan a good balance of child-initiated and adult-led activities.

It is not yet outstanding because

- Staff miss opportunities to extend children's learning in the outdoor area and the local environment.

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 sampled records and documentation relating to children's progress and the range of policies and procedures.
- The inspector discussed management issues with the manager.
- The inspector observed children's play and staff interaction indoors and outside.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Teresa Elkington

Full Report

Information about the setting

Willow Tree Pre-school - Cherry Lane registered in 2013. It is a company registered charity and is run by a voluntary committee. The provision operates from Cherry Lane Adventure Playground in Crawley, West Sussex. There are three other Willow Tree settings operated by the company within Crawley. Children have access to two halls and a large enclosed outdoor play area. The pre-school follows the Forest School principles to support children's outdoor play experiences.

The pre-school operates each weekday from 8.45am to 2.45pm during term-time only. Children can attend either morning or afternoon sessions or stay all day. It accepts children between the ages of two years to five years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early education to children aged two, three and four years. It currently supports children who speak English as an additional language.

There are currently seven member of staff employed to work with the children. Of these, two staff hold level 3 early years qualifications and the remaining staff hold level 2 qualifications. The manager is supernumerary and holds Early Years Professional Status.

What the setting needs to do to improve further

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

- develop opportunities to extend children's learning in the outdoor area and the local environment.

Inspection judgements

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

Overall children make good progress in all areas of their learning and development. They have fun and learn in an environment where they develop the necessary skills to support their future learning and prepare them for school. Staff motivate children to become active learners and fully support children's individuality. A clear key person system is in place which effectively supports the developing needs of the children. Staff spend time with parents getting to know what children like to do and their current levels of attainment. This is supported by the use of an 'All about me' form, which parents complete prior to children's attendance. Staff use a collective approach to observing what children do and assessing the impact on their chosen learning experiences. The key person collates this information and completes an assessment and planning form to highlight children's next

steps in learning. This enables staff to have a clear approach to the continued development of each individual child. Staff complete progress checks for two-year-olds. They assess their development in the prime areas of learning and provide a summary report to parents as required.

Children enjoy a stimulating range of play experiences both indoors and outside, based on their interests. Children can choose where they want to play, which encourages their decision-making skills. The pre-school adopts a 'Forest School' approach to enable children to develop their interest in outdoor play. Children show enthusiasm as they collect water from puddles which they use to create waterfalls from hollowed out pieces of wood that they have gathered. Staff provide good support as they engage children in open-ended discussions. They allow children to think about what they are doing and offer solutions to problems that they are encountering. For example, they discuss ways to change the positioning of the wood to enable the water to flow down smoothly. They predict colour changes as they add different colours to water. Children's problem solving skills are further encouraged in other outdoor play experiences. They work together to create waterfalls from different sized flower pots. They decide how these will balance on top of one another to enable a flow of water and to create a puddle at the base. Staff are on hand to support these spontaneous activities, providing suggestions for children to try out. This fully supports children's problem solving skills and values their child-led play.

Children enjoy exploring a range of creative mediums using natural resources. For example, they make fairy furniture with pieces of wood, feathers, leaves and string. They make paint out of crushed chalk and sand. Children gain exploration skills when they use electronic view finders to closely examine natural objects.

Children have access to cosy book areas, which create an inviting environment for them to enjoy the use of books indoors. Staff support children to gain an awareness of numbers during indoor activities. For example, children count as they build constructional resources. They look at number lines to help their mark making skills. However, staff do not extend children's use of numbers during outdoor play, which prevents children developing numeracy skills across all areas of their environment. Although children enjoy playing outside, staff do not plan trips into the local community to support children's understanding about community life. This prevents children from having first-hand experiences to extend the learning they do in the setting.

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

Children develop secure relationships with all staff and their key person. New children to the setting receive one-to-one support which helps them to become familiar with their new surroundings and build relationships. It also enables them to settle quickly and feel at ease within this caring and warm environment. Children display good self-control, demonstrating a willingness to cooperate and work together as a group. For example, they wait patiently for their turn on the bicycle and help each other, which enables them to get the most from their play experiences. Staff act as positive role models to children, always offering praise and encouragement for the smallest of achievements. As a result, children

develop confidence in trying out new things. Children develop awareness in the care and respect for living creatures, such as when they help feed pet rabbits.

Physical play is an integral part of children's daily activities. They show independence as they dress themselves in wet weather clothing and boots, seeking help when required from staff. They use bicycles with skill and are mindful of other children as they ride past, taking care not to disrupt their play. They enjoy climbing up steep slopes and are aware of the danger if they run down. They show initiative as they slide down on their bottoms. Staff provide good support to children who are unsure of taking risks. They hold their hands and offer encouragement when they climb the slope. This enables all children to be fully participant in physical play.

Children enjoy a range of healthy food snacks which they prepare for themselves at the snack table. They show skill in the use of knives as they butter their own toast and make independent choices as to what they wish to eat. Parents are encouraged to support healthy diet options through children's lunch boxes, as staff provide 'Top ten tips' for parents to consider. Children learn good health and hygiene routines, for example, they independently wash their hands prior to snack time. Toys are of good quality and organised to enable children to self-select. Staff clearly label boxes with words and pictures, supporting children's developing understanding of word associations. All children benefit from effective staff deployment, which supports their well-being.

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

An enthusiastic and well-qualified staff team care for the children. Robust recruitment procedures are in place. This ensures that staff are suitable and committed to providing the best experiences for the children in their care. Staff and the management team demonstrate a clear understanding of safeguarding issues. They receive ongoing in-house training which supports their continued awareness of child protection issues and the procedures they must follow in the event of a concern. Staff complete comprehensive risk assessments to identify and minimise any hazards as they arise and to support the safety of the children. Required documentation is in place, confidential and managed well to support children's well-being.

The management team demonstrate a full commitment to continuous improvement. They make good use of the Local Authority Quality Improvement Scheme. Their own self-evaluation includes feedback from parents and staff. This joint approach helps management identify priorities for future improvement which support the continued development of the setting and positive outcomes for children. The management team have a clear vision for the future and work tirelessly in bringing about changes which support children's play experiences. For example, staff are devising workshops on the 'Forest School' approach, to help parents to fully understand the benefits of the outdoor play experiences. Management place a great deal of emphasis on staff development and have appropriate arrangements in place to monitor practice. Staff receive regular supervision and annual appraisals. This enables management to plan effectively for the

training and professional development of the whole staffing team.

Staff form positive relationships with parents. They have access to a range of good information so that they are well-informed about all aspects of the pre-school. Parents complete all necessary forms and permissions prior to children's attendance which supports the well-being of children. There is good communication between parents and their child's key person which enables a joint approach to children's learning and development. Staff forge home links by encouraging parents to share in their children's learning. They share observations and plan for children's next steps, which promotes consistency. Parents find staff approachable and friendly and comment positively on the service provided. Staff collaborate well with other agencies and early years settings to meet the individual needs of the children.

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	EY458640
Local authority	West Sussex
Inspection number	906564
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	46
Name of provider	Willow Tree Pre-School Committee
Date of previous inspection	not applicable
Telephone number	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, 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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