

Willow Childcare Centre

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

Inspection date	21/10/2013
Previous inspection date	03/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children make good progress in a very well-equipped nursery environment and benefit from frequent outdoor play opportunities.
- Staff provide good support and have effective transitional arrangements, so children are confident and ready for their next stage in learning.
- Consistent and robust observation and assessment procedures provide clear information about children's learning and development.
- Staff work in close partnership with other agencies to provide effective support for children's individual needs.

It is not yet outstanding because

- Staff are aware of children's individual needs and backgrounds, although they do not always ask for specific information about home language, to rigorously promote inclusion.
- Staff implement comprehensive policies and procedures to promote and protect children's health, although hygiene practise with babies is not always consistently effective.

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 activities in each of the group rooms and outdoor play areas.
- The inspector had discussions with managers, staff, parents and trustees.
- The inspector checked safeguarding and suitability procedures.
- The inspector had a meeting and undertook a joint observation with senior staff.
- The inspector read a sample of children's development records.

Inspector
Julie Wright

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. The childcare centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from three months to 11 years. There are currently 284 children on roll, 184 of whom are in the early years age range. The childcare centre receives funding to provide free early education places for children aged two, three and four years. It opens each weekday from 7.30am until 6pm, all year round. There are 42 staff employed to work with the children, 38 of whom have early years qualifications. There are two staff with Qualified Teacher Status. The childcare centre supports children with special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- improve the arrangements for washing babies hands, to consistently minimise the risk of infection.

- use information from parents of children who learn English as an additional language to provide opportunities for children to use home language in play, and to extend all children's understanding of diversity

Inspection judgements

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

Staff care for children in four groups according to age and ability, to make sure that children experience age-appropriate challenges. Babies, toddlers and children benefit from effective transitional arrangements. This results in high levels of confidence and security as children progress through the nursery and onto school. Staff provide detailed information for schools to support children's transfer and to promote continuity. They prepare children well for future learning. For example, children make good progress in phonics, literacy and numeracy. School staff report that children from the nursery start with enthusiastic attitudes to learning. They describe children as competent in their personal social and emotional development and ready for school. In each of the group

rooms staff give good support to children. Play areas are well equipped with accessible, interesting resources. Children make confident, independent choices in their play. For example, children in the Foxglove group show curiosity when they place pictures of animals on a light board. They watch with interest as the screen shows an x-ray image. Children play imaginatively and constructively together. They select resources and have fun as they create large rockets, which they pretend to fly in space. All children experience a wide range of sensory and creative play. In the Snowdrop room staff encourage babies to feel different textures and materials. Babies dab their hands in paint, sand, foam and custard. They examine wooden toys, musical shakers and look at pictures with staff.

Toddlers focus well as they sit at a table and practice snipping with scissors. Staff supervise children closely, so they are safe and to offer encouragement. Children in the Buttercup room are active and inquisitive. They readily join a printing activity and happily roll paint across their paper. Staff ask children about their pictures and write the child's description on the paper. Children take creative work home and keep some in their 'Learning Journey' record, so parents can share in their achievements. Staff have clear observations and assessment procedures, to monitor and plan for children's progress. They complete regular summary reports, including the required progress check for children aged two years. Parents contribute to the records of development, to include information about special events and learning at home for children. Staff enable children to look through their books and talk about things they have done. Children recall activities and learning and tell staff what they like. Staff take account of children's interests in their planning and build on play experiences. They take information from parents when children first attend, so they have good awareness of children's backgrounds and individual requirements. However, staff do not use information from parents about children's home language sufficiently to always provide opportunities for children to use home language in play, or extend children's awareness of diversity. They display plenty of information for parents about children's activities and have frequent discussions with them. Staff suggest ideas to parents to promote shared learning at home, which helps to reinforce children's understanding. For example, they tell parents about letters and sounds of the week. Staff show parents Makaton signs that they use with babies, so parents can repeat them at home. Throughout the nursery staff provide effective activities to promote children's communication and language development.

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

Staff operate an effective key person system to provide continuity of care for children. Babies particularly benefit from the consistent care of key staff, who tend to their needs. The system limits the numbers of carers, so babies develop secure attachments. There is a safe and stimulating environment for babies in the Snowdrop room. Mobile babies crawl around and find baskets of wooden toys and interesting items. There are low-level mirrors and family photographs for babies to look at, so they begin to develop self-awareness. Staff create a calm atmosphere with gentle music and kaleidoscope light patterns on the wall. They nurse babies to sleep and place them on comfortable cushions or in a cot. Babies have their own 'baby garden', which has a variety of sensory plants and materials. Staff help babies to explore the world around them. For example, they discover sand,

smooth pebbles and shiny metals. Babies develop physical skills and coordination with staff support. For instance, they sit on rockers, learn to go up and down a ramp and use a few steps. Staff implement their policies and procedures that promote and protect children's well-being. They are conscientious in most aspects of good hygiene practice. For example, they wear disposable aprons and gloves for nappy changing. Babies' dummies are in separate containers and individual beakers are clearly labelled. However, babies share water to wash their hands, which does not fully prevent risk of cross-infection. Each day staff take babies to the Buttercup room to join toddlers for singing sessions. This effectively helps babies to become familiar with their next group room, so they are secure and confident. Staff sing lively, animated songs that babies and toddlers enjoy. Toddlers dance, copy actions and begin to join in as they learn the words. Staff divide groups effectively so that children benefit from age-appropriate challenges. For example, a group of toddlers use another room for their singing and parachute games.

Children benefit from healthy foods and sociable meal times. From an early age, children begin to develop independent skills. For example, staff help toddlers to serve lunch. Toddlers eat with relish and sit for a sustained period until they have finished. They learn good routines, such as how to clean their teeth. Children take part in growing and cooking activities, so they learn about foods and processes. Children in the Bluebell room regularly make bread rolls which they have for breakfast the next day. There is a strong focus on outdoor learning and each group has 'free-flow' access. Children choose when to play out and staff provide wet-weather clothes for them. This enables children to play out without restriction, to splash in puddles and walk through mud. Forest school activities are a firm favourite with children. Staff organise sessions each day so that all children from the Foxglove group experience the unique outdoor learning opportunities. Children develop a confident awareness of safety and expectations. They understand the natural boundaries that they must not cross. For example, they know not to go beyond a certain tree or onto a specific path. Staff play a game where they call 'one, two, three, where are you?' and children quickly return, shouting 'we're here'. Children sit on logs around the fire pit to talk with staff and have their snack. They eagerly go off to explore, collecting leaves and hunting for insects. Staff promote and extend learning with interesting resources. For example, children use 'tree-mirrors', so that they can see reflections of the natural world above them. Children are safe when they learn to use tools and equipment. For instance, they sit in 'the safety circle' to whittle wood with a peeler, with individual attention from staff. Children use charcoal for mark making and use pictures to help them identify creatures in the forest. These activities promote children's literacy skills, which means that they continue to learn when outside.

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

This inspection took place because the provider notified Ofsted of a significant event, in accordance with the welfare requirements. The provider has made appropriate referrals to relevant agencies in line with Local Safeguarding Children Board procedures. There are robust induction, appraisal and supervision systems so that managers can monitor staff suitability. Management implement clear procedures to check that staff have a full

understanding of professional conduct. They promptly follow their complaints, grievance and disciplinary procedures to pursue any matters of concern. Staff attend regular meetings and have discussions about specific safeguarding matters. They complete appropriate training and have a clear understanding of child protection procedures. Staff are conscientious about safety for children and are thorough in their assessment of risks. Premises are secure, with keypad entry systems and effective monitoring of persons in the building. Staff check outdoor areas with vigilance before children play out, to make sure that everywhere is safe. Deployment of staff is good and regular bank staff work in the setting. This means that ratios are consistently above minimum requirements, so children benefit from effective supervision and support.

Staff have good knowledge of children's care, learning and development. They effectively meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, children are well cared for and make good progress in the nursery. Management and staff reflect on their provision and take part in a recognised quality assurance scheme. They prioritise clear targets for ongoing development and improvement. These include further training for staff and continuous development of outdoor learning. Staff observe children in their activities to identify possible extensions. For example, they recently undertook a review of the mathematical programme, to reflect on their effectiveness robustly. Therefore, staff demonstrate determination and ambition to further improve their provision. Partnerships with parent and others are good, which make a significant contribution to children's individual development. Staff actively seek and provide support to families, so that children benefit from effective help with their learning. At inspection the majority of parents comment on effective communication and positive relationships with staff. They value the community provision and describe how much their children enjoy being there. Parents confirm that their children are happy and that 'it is a good nursery'. They appreciate the continuity of care, because children have 'sustained periods with each key person'. Parents like the friendly atmosphere and say that 'staff know and love 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	117167
Local authority	Plymouth
Inspection number	936834
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	284
Name of provider	Woodford Schools Trust
Date of previous inspection	03/04/2013
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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Piccadilly Gate
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