

Little Willows Nursery

Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire, HP10 9AA

Inspection date	18/02/2014
Previous inspection date	02/02/2010

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 requires improvement

- Staff are caring towards children so they feel happy, confident and settle well.
- Parents are welcomed into the setting to share information about their child so they are kept regularly informed about their child's daily routines and progress.
- Children access the outdoors daily as well as benefitting from the use of the school's grounds and larger play equipment for physical development , fresh air and exercise.

It is not yet good because

- Staff deployment and the organisation of the environment does not enable children to make independent choices through a balance of adult led activities and purposeful play which hinders children's engagement in meaningful learning experiences.
- Staff do not effectively use information about children's learning and development to plan enticing and challenging experiences to enable all children reach their full potential.
- Staff do not give clear messages to children to ensure they develop a good understanding of why it is important to have a healthy diet.
- Systems for performance management are not fully embedded to help practitioners improve practice in a timely way.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the activities in all the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents spoken to on the day of the inspection and of the provider's self-evaluation

Inspector

Mireille MacRaid

Full report

Information about the setting

Little Willows Nursery is one of eight nurseries owned by the Countryside Nurseries LLP Partnership. The nursery opened in 1998 and is situated in the grounds of Carrington Middle School in Flackwell Heath. Most children who attend will progress on to the Willow Tree Nursery in the nearby Middle School. The Nursery is open from 7:45am until 6:00pm for 51 weeks of the year. The children have access to two large rooms that are divided by low barriers to enable children to play safely with children of a similar age and ability. Meals are cooked on the premises and there is an enclosed outdoor play area. 15 part time and full time staff work with the children, and there is also a cook. 7 staff have early years qualifications to level 3 and 2 staff have qualifications to level 2. Most staff have a current paediatric first aid certificate. The setting is registered for Early Years and Compulsory Childcare. The setting gets funding for the provision of free early education for eligible two year olds. It supports children who have special educational needs and children who are learning English as an additional language. It works closely with the neighbouring Nursery which has provision for three and four year olds.

What the setting needs to do to improve further

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

- strengthen performance management processes so that strengths and weaknesses are identified and addressed promptly through thorough and accurate self-evaluation
- plan activities and learning experiences for individual children's next steps based on their interests and individual learning styles

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

- organise the environment and deploy staff to motivate and engage children in making independent choices from a wider selection of equipment and activities.
- give consistent messages to children about healthy lifestyles so that they develop a good understanding of why it is important to eat healthy foods and follow healthy practices

Inspection judgements

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

Most staff have a sound understanding of young children's development. They recognise children's interests and stages of development from observations of their play. This helps them to plan activities that promote some children's learning and development. The nursery completes the required progress check for children aged two years old and keeps records to celebrate children's achievements in an individual learning journey. This is used to monitor their progress in learning and development. A two way flow of information is encouraged between parents and staff by welcoming parental contributions to their child's learning journey, and through the sharing of information about their child's day at nursery in a daily diary. The daily diary details care routines and activities experienced by children during their day. The nursery also offers parents' evenings twice a year so that parents can meet the key person to discuss their child's stage of development and next steps in learning. Nursery staff visit children at home prior to them starting their nursery sessions so that they can discuss with parents ways to help children settle quickly and ensure that their care and dietary needs are met from the start. Home visits and a staggered settling in period enable the children and parents to feel settled and familiar with staff when they join the nursery.

Children are generally happy and confidently explore the nursery toys available to them. When children are not engaged in adult led activities there is less purpose in their play, however. There is not enough equipment for them to choose to explore or investigate that will enable independent learning experiences. Staff plan activities to help children develop physical skills for example, squeezing and rolling play dough. 'Move with me' movement sessions are also planned and during this activity children wave ribbons to help them develop strong upper body muscles. Circle times are planned to introduce children to mathematical concepts. Most toddlers are able to sit and listen during these small group times, whilst older children actively participate in the activities which encourage them to recognise shapes and numbers. Sometimes, however, younger children lose interest and the activity is of little benefit to their learning and development.

All children are routinely read to as part of daily activities. The baby room has a softly furnished book area that entices them to choose their own book that can be shared with a member of staff, on an individual basis. For older children there are planned story times which are organised to create an enthralling atmosphere so that all toddlers engage in listening. Staff point to the illustrations so that older children join in and develop an understanding that these convey meaning. For example, children sit quietly in the dimly lit room looking and listening attentively to a story about a 'Gruffalo' in the 'deep, dark wood'. Sensory activities are provided for babies to help them to begin to build their vocabulary and demonstrate preferences for experiences they like and dislike. For example, they benefit from baskets of objects made of different materials that promote language such as 'smooth', 'hard' or 'bumpy' that babies can handle and explore, or food tasting where facial expressions communicate children's likes or dislikes. On occasions staff are not deployed to actively engage all children and there are insufficient toys to stimulate their curiosity. As a result some children's learning is not promoted as well as it

could be.

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

Staff form positive relationships with parents and children from the start of their time at the nursery. Children demonstrate a sense of security because they have a familiar carer available to support them settle quickly on arrival. There are suitable systems in place to support consistency in care for the children because the key person has regular discussions with parents. For example, about children's sleeping routines or ways to manage toilet training, so that there is consistency for children between home and nursery.

Older children are helped to manage their own personal hygiene routines by staff reminding them to wash their hands before meal times and after going to the toilet. Children develop some independence as they serve their own vegetables and pour their own drinks. Drinking water is readily available for all children, although on occasion younger children share cups because their access to the water is not adequately monitored to avoid spreading germs. Children behave well at nursery because staff manage children's behaviour consistently. During mealtimes, for example staff encourage children to be polite and take turns, praising them as they wait to serve their vegetables so that they learn good manners. Children are familiar with daily routines. For example, they know that before snack they must wash their hands and before going outside they must find their shoes and coats. This helps them develop skills in readiness for school.

Children enjoy freshly cooked lunches made by the nursery cook. They sit together in small groups with an adult at the table which helps provide opportunity for children to develop their social and communication skills. Staff talk to children about what they are eating and encourage them to identify 'healthy' and 'unhealthy' foods. However, staff do not always explain why some foods are unhealthy to help children develop an understanding of why it is important to have a healthy diet. Most children sleep after lunch and due to the way this is organised not all children have their individual needs met as promptly as they could.

All children benefit from fresh air and active play to promote their fitness and physical development on a daily basis. The more recently developed nursery garden has an enclosed space for children to play with a variety of equipment. Older children benefit from being able to use the school grounds during school holiday periods and can experience climbing equipment that provides more challenge for their physical development. On occasion children are taken for walks in the surrounding area and for an additional charge children can use a sensory room in the local community.

The nursery has a variety of toys and equipment stored on high shelving in each room. Some equipment is at a low level so that children can make choices in their play but at times there is not enough accessible to motivate or engage all children. The nursery is kept very clean, for example staff promptly wipe up spills, clean tables before meal times and there is a no shoe policy in the rooms where children play.

Children are suitably prepared when they move areas within the nursery because they are supported to get to know their new key person and make several visits to emotionally prepare them for this change. Staff share information to enable children to settle and continue support for their learning and development.

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

The leadership and management of the nursery have a sound knowledge of the safeguarding and welfare requirements. There is an effective procedure for safeguarding children's wellbeing and staff are aware of what to do if they have concerns about a child's welfare. They demonstrate a sound understanding of child protection procedures and how to recognise the signs that a child may be at risk of harm. Security procedures are in place to ensure that no one can have unsupervised access to the nursery and the children. For example, there is an electronic entry system, staff check who is at the door and all visitors are escorted in and out. Staff deployment and ratios mean that children are supervised by suitably qualified staff. The designated safeguarding officer has attended training so they are up to date with current legislation and understand their role in protecting children's welfare.

The management gathers views from parents through a suggestion box to help identify areas for improvement. These have been used to inform a 'garden project' which led to the redevelopment of the outdoor play area for children. There are a variety of systems in place to support the management team to monitor the quality of care and teaching in the nursery. For example, staff observe each other to feedback the strengths and weaknesses of an activity and visits from company representatives help to identify areas of strength and weakness. The manager aspires to improve the quality of the nursery provision for children and their families. However, the system for evaluating the provision does not accurately identify key areas that the nursery needs to improve. This includes weaknesses in the organisation of activities and how planning will motivate and engage children in making independent choices in their play. It does not focus on how staff tailor activities to meet individual children's needs. Consequently performance management is not sufficiently focussed on swiftly improving the quality of teaching. Some areas of weakness have been accurately identified and training to address the way staff organise adult led activities such as circle time is scheduled. Recently introduced performance reviews provide more frequent opportunity for staff to meet with the management to plan their continuous professional development. All staff are expected to attend four in house training sessions a year to enable professional development.

A range of policies and procedures are in place and new staff undertake a three month induction period to ensure they understand policies and procedures to maintain the safety and well being of all children. Risk assessments are completed to ensure that all areas are safe and suitable for children to use. In addition, staff recruitment and vetting procedures are completed appropriately and well documented. Most staff are qualified in childcare and ratios are met within the nursery.

Parents comment positively about the nursery, the friendly and supportive staff that provide help in settling children quickly and working with them on establishing care routines. Parents are aware of the records kept about their child's development and feel able to contribute regularly. Parents spoken to said they would recommend the nursery to other parents and feel happy that their views are listened to.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY251433
Local authority	Buckinghamshire
Inspection number	826525
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	58
Name of provider	Countryside Nurseries LLP Partnership
Date of previous inspection	02/02/2010
Telephone number	01628 532 738

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

