

# The Willows

Toad Hall Nursery Group, Wharfedale Road, Wokingham, RG41 5RB

## Inspection date

Previous inspection date

23/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 quickly form secure emotional attachments because of the sensitive and skilful support they receive from staff to promote their wellbeing. Therefore, children develop good levels of independence, self-confidence and self-esteem.
- Staff are skilled at identifying children's emerging interests and developing activities to meet their learning needs. A range of initiatives are used effectively which support children's learning and development.
- The environment is organised so that children have independent access to a good range of age appropriate resources and, as a result, young children are able to lead their own learning.
- Staff build strong partnerships with parents based on a wide range of effective systems to share information. Parents provide positive feedback on the nursery and staff who care for their children.

### It is not yet outstanding because

- Staff do not consistently ask children useful questions during play. Therefore, they miss opportunities to fully challenge children's thinking and extend their understanding.
- The use of resources and text do not fully reflect the languages and home cultures of the children or fully encourage children to link letter shapes to sounds.

## 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.

## Inspection activities

- The inspector engaged in a joint observation with the manager.
- The inspector observed children and staff interacting in the learning environment.
- The inspector looked at a sample of documentation including some relating to staff qualifications, self-evaluation, children's development records and setting policies.
- The inspector took into account the views of parents spoken to on the day of the inspection and those recorded on the setting's website.
- The inspector discussed practice with the manager and other staff.

## Inspector

Fran Keavy

## Full report

### Information about the setting

The Willows Nursery registered in 2013. It is one of 14 nurseries managed by Carerom Limited, known as the Toad Hall Nursery Group. It operates from a modular purpose built building in Winnersh, in the county of Berkshire. The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays. Children have access to three large playrooms and there is a garden for outdoor play. The nursery is registered on the Early Years Register. There are currently 58 children aged from 11 months to over four years on roll. The nursery currently employs six full-time staff and three part-time members of staff, all of whom hold appropriate early years qualifications. One of the part-time members of staff has Qualified Teacher Status. The provision receives support from the local authority.

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

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

- extend opportunities to skilfully question children about what they are doing to challenge their thinking
- enhance children's learning by providing further resources and text that fully reflect their home languages and cultures and to reinforce their understanding of letter shapes and sounds.

### Inspection judgements

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

The staff meet the needs of the children who attend well so that they are able to make progress in preparation for the next stage in their learning. They identify children's starting points through effective initial communication with parents and through observing children as they engage in the learning environment. They use the information gathered to accurately assess children's current levels of development, to record termly summaries and to complete the required progress check for children aged two years. Staff are particularly skilled at tuning into children's responses to activities and resources. They plan or develop experiences that link closely to children's interests, which helps children to progress well.

Children play happily and independently with age-appropriate toys and resources in their designated rooms. Staff create a calm and relaxed atmosphere. They equip the learning environment well with a range of age-appropriate resources and materials that children are able to select independently. However, resources do not fully reflect the cultures or

home languages of all children in the setting. This means they miss opportunities to ensure all children fully recognise their home languages and cultures in the setting.

Staff enables babies to confidently explore the toys and materials around them. As a result, they display natural curiosity and an eagerness to learn. Very young children delight in discovering how cornflour and water react when mixed together. Staff extend children's interest as they add further resources and point out the patterns made as balls are rolled into the mixture. Older children enjoy sharing books with adults and chat happily about the pictures and the story as they turn the pages appropriately. They develop a good understanding of cause and effect, for example, through the use of a computer mouse and appropriate software. They have practical opportunities to learn about plants as they care for grass that they have planted and grow vegetables that they will be able to eat. Staff are highly skilled in engaging with children in activities but do not always make the most of opportunities to skilfully question children to extend their understanding. For example, some staff miss opportunities to ask them why some children cannot eat all foods. This slightly reduces opportunities to encourage children to think and respond.

Staff promote children's language and literacy development well. This is through providing opportunities for talking and listening, sharing books, regular singing and music sessions, and effective use of an early language development programme. Babies who are beginning to communicate are encouraged to develop speech sounds as staff respond sensitively and create turn-taking sound conversations. Older children are encouraged to recognise their names and to develop early writing skills through use of resources such as sandpaper letter shapes and a variety of tools for mark making. Staff sometimes miss opportunities to teach children to understand the relationship between letter shapes and their sounds. Staff gently encourage babies in their drive to learn to walk and toddlers are challenged as they negotiate gentle slopes within the environment and develop their ability to balance. All children benefit from daily planned physical activities through a 'Let's get physical' programme, which is implemented throughout the nursery. There is a range of age-appropriate resources available that staff use to support children's growing mathematical development. These include number lines and ladders to 10, which help to reinforce children's skills.

Parents are very pleased with the nursery and report that their children are happy, have settled quickly and are making progress in their learning. They value the information they receive verbally as they collect their children and also opportunities to contribute to their child's learning record. Displays in each room provide information for parents about planned activities so that they are able to talk to their children about their experiences. The nursery has a lending library of storybooks accompanied by a display of development statements. This enhances opportunities for parents to complement experiences provided in the nursery and support their child's learning at home.

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

Staff place high importance on children's well-being and safety. They effectively ensure that babies and young children are well integrated into the nursery right from the start. 'Stay and play' sessions are initially offered to introduce families and children to the setting. Taster sessions provide opportunities for parents to leave their child for longer periods as they become increasingly settled. This ensures that babies and young children separate well from their parents and settle quickly. Parents whose children have recently joined the setting comment on how quickly they have become confident. Staff have a warm and friendly approach and the key person system helps children to establish strong attachments to their main carer.

The welcoming learning environment is organised so that it encourages children to lead their own play and fosters their growing independence. Staff are good role models so that young children learn to play cooperatively and behave well. They foster children's self-esteem and offer praise and encouragement at all times. For example, when toddlers become interested in looking at photographs of themselves at play, recorded in their learning record folder, staff take the time to sit with them and help to turn the pages. They make comments to remind children about their experiences. This helps children to develop a sense of belonging and supports them to make links to previous learning. Staff demonstrate respect for each other and for the children. For example, they ask babies' and young children's permission before putting on aprons for messy play and ensure they have children's attention before speaking to them. This helps children to learn consideration for others.

The emphasis on daily physical activities ensures that children learn the importance of a healthy lifestyle. As they get older, children are gently encouraged to manage their own personal hygiene and to look after their environment. Children are encouraged to help themselves to food and eat using appropriate cutlery. This helps them to acquire the necessary skills ready for school. They enjoy freshly cooked meals which are planned specifically to meet the nutritional needs of young children. This encourages healthy eating patterns.

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

The effectiveness of leadership and management is good. The management team has a clear understanding of the welfare and safeguarding requirements as set out in the Early Years Foundation Stage. Staff demonstrate an appropriate understanding of the safeguarding policy and are confident in describing what to do in the event of concerns about a child. There are good systems in place to gather information from parents regarding allergies and food preferences. All staff are aware of, and adhere to these, to keep children safe and healthy. Comprehensive policies and procedures help to protect staff and children and the management team has put in place a number of effective measures to ensure children's safety. For example, security of premises is a high priority for the setting. There is a secure buzzer entry system and parents and staff sign children in as they enter their designated room at the start of their session.

Effective recruitment, vetting and ongoing development of staff helps to ensure that those working with children are suitable and capable of doing so. New staff are well supported through a robust induction procedure and they are required to sign off areas as they become familiar with aspects of nursery practice. The manager continues to monitor staff skills through observations of practice and ongoing supervision. Staff benefit from a comprehensive, centrally developed training package which includes online modules. They are also able to access additional courses to meet their training needs as identified through performance management. Staff meet regularly to discuss planning and how to include activities to meet the identified learning needs of individual children. The manager monitors the educational programmes through overseeing the planning documentation and staff assessments of children's learning. Self-evaluation systems are effective. Staff participate in the evaluation of practice and the quality of the provision. This supports the manager who has clear systems in place in order to understand the strengths of the setting and identify areas to develop. As a result, the staff team promote good outcomes for children.

Strong partnership with parents helps to ensure that children receive good levels of support from an early stage. Parents are provided with a good range of information through regular newsletters and a comprehensive parents' handbook. A range of displays in the main hall area and in the individual rooms supply information about planned activities and events. The management also uses additional electronic means of communication. Parents are able to access their child's learning record on a daily basis and regular parents' evenings are planned to provide a more formal opportunity to discuss children's achievements. Consequently, parents are well informed about their child's current level of development and their experiences in the setting. This leads to good continuity of care. A recent parents' forum was well received and provided a further opportunity for staff to gather parents' views on the setting. Parents report high levels of satisfaction with the setting. They particularly praise the warm and friendly staff and remark on how confident they feel in leaving their child in the setting.

## 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

<b>Unique reference number</b>	EY471521
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	942976
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Carerom Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01462427020

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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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