

# Little Willows Pre-school

Walsham Primary School, Wattisfield Road, Walsham-le-Willows, BURY ST. EDMUNDS, Suffolk, IP31 3BD

<b>Inspection date</b>	14/07/2014
Previous inspection date	16/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Partnerships with parents are effective as staff are committed to working together with them, to ensure continuity of care and learning for children. They are encouraged to remain actively engaged in their children's learning.
- Staff have a good understanding of how children learn and plan effectively, to ensure a balance across the areas of learning. The quality of teaching is good, to support children to make good progress in their learning and development.
- Children behave well. Staff act as good role models and consistent boundaries are in place, to help children stay safe and understand what is expected of them. Children develop good friendships with each other and seek out others to share play experiences.
- Staff give good regard to supporting children's communication and language skills. As a result, children are becoming confident communicators.

### It is not yet outstanding because

- There is scope to enhance staff appraisals, to ensure that identified weaknesses in staff practice are always acted upon, monitored and evaluated.
- Staff do not always ensure that activities provide high levels of challenge for more able children.

## 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 activities in the pre-school room and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

Little Willows Pre-school was registered in 1974. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from a self-contained premise in the grounds of Walsham-le-Willows Primary School in Walsham-le-Willows, Suffolk. There is a fully enclosed area available for outdoor play. The pre-school is run by a voluntary committee. It serves the local area and is accessible to all children. The pre-school is open each weekday from 8.45am to 2.45pm during school term times only. Children may attend for half day sessions, with an optional lunch club. Before and after school care is offered from 8am to 8.50am and from 2.55pm to 5.30pm. Children attend for a variety of sessions. There are currently 55 children on roll, 38 of whom are in the early years age range.

The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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

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

- review the learning environment, to ensure that the resources available to older and more able children consistently offer high levels of challenge
- build on established procedures for monitoring the performance of staff, to ensure that identified weaknesses in staff practice are acted upon and monitored.

### Inspection judgements

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

Staff know the children well and talk confidently about where they are in their learning and development. They gather useful information from parents when children first attend the pre-school and use this information, along with their own observations, to identify children's starting points. Staff understand the characteristics of effective learning and translate this effectively into practice, evaluating their observations of children as they play to identify the next steps in their learning and plan for their continuing progress. Each child has a written learning journal in which staff record their observations. These are shared with parents, to keep them informed about their children's developmental progress. Parents are encouraged to record their own observations of what their children are doing at home and staff take these into account, to ensure that their planning is firmly rooted in children's interests. Staff effectively encourage parents to remain engaged in their children's learning. For example, they hold regular evenings and workshops, such as an evening to introduce letters and sounds. Children's developmental progress is

monitored effectively, including carrying out the progress check for children aged between two and three years. This supports staff to identify if children are working comfortably within the expected development bands for their age and enables them to ensure that any concerns are quickly identified and consistently managed.

Staff engage well in children's play and the quality of teaching is good, although on occasions staff do not always ensure that activities provide high levels of challenge. For example, when children quickly complete simple jigsaw puzzles staff do not move them on to a more complex puzzle. However, children extend their own learning by turning the pieces over and completing the puzzle without a picture as guidance. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future. This inclusive pre-school ensures that all children are able to participate fully in the routines and activities each day. Children confidently initiate conversations with adults. They chat comfortably with staff, talking about their past experiences and what they are doing. Staff skilfully encourage children to describe problems they encounter and think about ways to solve the problems. For example, sand goes on the floor when a child has a range of pots and pans, filled with sand, on a stacking crate. Staff ask him what he thinks he could do to stop the sand from falling on to the floor. After considering the question he responds that he could use a tray and goes with a member of staff to find a tray big enough to house all of the resources that he is using.

Children enjoy stories and listen attentively in small and large groups. Children look at books independently, holding them the correct way up and turning pages one at a time. They retell stories, using the illustrations as a guide. Children have plentiful opportunities to see their name when it is written and even very young children are beginning to recognise their name when it is placed among others. For example, on arrival at pre-school they self-register, placing their name card on a numbered board. Children choose what number they want their name to go against, supporting their developing mathematical awareness. Children make marks and staff provide a varied range of resources, including paint, pens and paper. Older children understand that print carries meaning and some children confidently write the letters of their first name. Staff skilfully extend activities to include making marks and writing. For example, when a child is exploring bugs and insects in the garden a member of staff suggests that he might like to draw a picture of the spider he is looking at. Children readily do this and take their picture excitedly to show others. Children play imaginatively, based on their own and imagined experiences. They seek out others to share in their play, pretending to be ghosts as they chase each other around the garden. Children enjoy playing outdoors and readily use the resources in the garden. Staff plan for outdoors as effectively as they do for indoors, to ensure that children who learn best in the outdoor environment are able to access toys and resources for all areas of learning.

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

Children feel safe and secure in their relationships with staff because transitions into the pre-school are managed well. Each child is allocated to a key person who takes responsibility for developing relationships with the children and their families and

promoting children's well-being. Children know what happens next at any point during the day because established routines are followed, promoting a good sense of belonging. All staff are caring and responsive to children's needs and the thoughtfully planned playroom creates an enabling environment for all ages of children, both indoors and outside. Children benefit from a wide range of play materials, to support their learning and development and toys are stored well, to enable children to select and carry out self-chosen activities. Children are supported well to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. They are introduced sensitively to the transition and are developing the necessary skills to help them embrace new experiences with self-confidence.

Staff are good role models and treat children with respect and positive regard. Children behave well. Consistent boundaries are in place, to help them know what is expected of them. A happy sheet has been put in place and shared with children and staff talk to children about what keeps us happy. For example, they help children understand that we have kind hands. Any unwanted behaviour is managed well, helping children to understand their own feelings and those of others. Staff skilfully support children to solve their own conflicts and recognise the impact that their behaviour has on others. They use verbal praise, to place a meaningful value on children's individual efforts. As a result, children learn right from wrong and develop self-esteem.

Children are helped to learn to keep themselves safe. For example, staff talk to children about the need to sweep up sand from the floor so that they do not slip on it. Children's good health is supported well and a good emphasis is placed on playing outdoors. Children move freely between indoors and the enclosed garden. They demonstrate that they manage their own personal hygiene needs relative to their age and are supported well by staff through potty training. Their good health is further supported by the provision of healthy snacks, including a variety of fresh fruit. Children wash their hands before eating snack and lunch and are helped to understand the importance of good hygiene. For example, when a child sitting at the table announces that they do not wash their hands before eating when at home; staff start a discussion with all of the children at the table about why they think they should wash their hands. Children confidently talk about washing away germs to keep their tummies healthy. Parents provide packed lunches for those children staying at pre-school all day and staff provide a leaflet about healthy lunches.

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

The pre-school premises are safe and secure, to protect children from intruders. Risk assessments are carried out, recorded and kept in a central file. A daily checklist is also maintained. As a result, children play safely both indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse and know what to do if they are concerned that a child is at risk. The pre-school is managed by a voluntary committee. Changes to the individuals who make up this committee are notified to Ofsted. This ensures that appropriate checks can be carried out. Robust recruitment procedures are in

place for selecting new staff, to ensure that those working with children are suitable to do so. A record is maintained of suitability checks and children are never left alone with anyone whose suitability has not been checked. A system of appraisal is established. Records demonstrate that staff review past practice and identify plans for the future. However, there is scope to further develop these so that action plans and discussions are followed up to ensure that children's learning benefits from any changes. Despite this, staff are motivated, enthusiastic and committed to continuous improvement.

Management and staff evaluate what they do with the children each day, to discuss what has gone well and what has not. They seek the views of parents and children. Regular questionnaires are issued to parents and their comments are acted upon. For example, parents commented that the entrance hall is too chaotic at entry and exit times. As a result, staff now get children ready with their coats and bags before parents come into the reception area, reducing the need for parents and children to spend a long time in there at the end of the session. Partnerships with parents are effective as staff are committed to working together with them to ensure continuity of care and learning for children. Parents report that they are happy with the service that is provided and find staff friendly, caring and approachable. Parents value the good level of communication between themselves and their child's key person. They are kept well informed both by written information and daily verbal communication.

Children's needs are identified quickly and links are made with external agencies to secure the support that children need to make the best progress that they can in their learning and development. Good connections with the local school are well established, effectively supporting children's transition into the Reception class. The pre-school manager has also developed close links with the local children's centre. For example, children's centre staff have run activities from the pre-school, to meet local families. The pre-school staff work closely with the local authority to support travelling families. The local authority support worker describes the pre-school as a model of good practice, reporting that staff are wholly inclusive and develop good relationships with travelling families. They effectively support children and families to grow in confidence. Local authority data shows that these children are making good progress in their learning and development.

### 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	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>	251564
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	818402
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Little Willows Pre-School Committee
<b>Date of previous inspection</b>	16/10/2009
<b>Telephone number</b>	01359 258702

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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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