

The Willow Nursery

Maranatha Ministries, Grafton Square, London, SW4 0DE

Inspection date

Previous inspection date

10/10/2014

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	1
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

- All children, including those in need of additional support, form strong relationships with staff and each other, which enables them to feel secure.
- Staff provide children with challenging activities and therefore they are happy, busy and enjoy what they are doing.
- Staff have a high expectation of the children attending, which enables children to make good progress in their learning and development.
- Staff establish effective partnership with parents, which means children receive the individual support they need.

It is not yet outstanding because

- Some staff are not fully skilled in knowing when to intervene in order to further enhance an individual child's learning experience.

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 spoke with a number of parents and took their views into account.
- The inspector undertook observation of children during their play and learning experiences.
- The inspector carried out an interview and joint observation with the manager.
- The inspector sampled documentation including children's developmental records.

Inspector

Claire Meyer

Full report

Information about the setting

The Willow Nursery originally opened in 1981 and is privately owned and re-registered in 2013. The nursery operates from two rooms in hall of Maranatha Ministries premises located on Grafton Square, Clapham, close to local shops and Clapham Common, in the London Borough of Lambeth. Access to the building is via the main gate. The nursery is open every week day from 8.15am to 12.15pm during school term times only. The school is registered on the Early Years Register. There are nine members of staff. Of these, the owner has a teaching degree and the manager plus two other staff hold a level 5 Montessori qualification, two staff hold a level 3 qualification and three are unqualified. The nursery incorporates some aspects of Montessori teaching methods in the daily programme. There are three visiting specialist teachers who attend weekly to lead activities in dance, music and sports. The nursery support children who have 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:

- further support staff to enable them to gain a deeper understanding of when to intervene in order to fully enhance children's learning experiences.

Inspection judgements

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

Children make good progress due to effective teaching and exciting learning opportunities. Staff sensitively plan activities that follow and reflect children's interests, which helps to ensure they are motivated to learn. For example, a child on a previous occasion had been discussing with staff how a grape, when it dries is a raisin. Staff had noted this exchange of conversation, and planned to incorporate it in more play and learning. During a cooking activity that followed, staff introduced a group of three year olds to the concept of ingredients. Staff explained by holding up a list a words with pictures next to them, in which the raisins were featured and the group of children remembered that these were dried grapes. This activity evidently reinforced learning and extended it further. Children weighed out the ingredients and raisins on the scales 'with a clock' as one child suggests. Throughout this exchange the lead staff member models relevant language and children respond and this effectively extends their vocabulary. Staff skilfully aid children's learning, however, on occasions additional staff do not fully support the activity in order to enhance children's learning. Children have excellent opportunities to develop their mathematical skills and as a result, children are achieving well in this area. Children develop a good awareness of the world and where things come from. For example, the use of pictorial list supports the emergence of early reading and literacy skills providing the children with the

understanding that text has meaning. The good quality teaching challenges the younger and older children and both boys and girls in the group.

Children have good opportunities to learn coordination and balance playing outdoor area using block play for example. The younger children squeal with delight as they manage to kick large balls. Staff celebrate children's accomplishments by clapping and cheering. Often a 'special mention bird' is filled out and added to the special mention tree to be shared with parents and the group before going home, this further motivates the children to try harder. Children dig and plant in the flower bed with trowels and forks and run around the large space, increasing their fitness. Children have further opportunities to learn about healthy lifestyles through growing vegetables. Children are able to immerse themselves in the natural world. Staff support the children in showing concern for each other, for example, passing each other toys and resources.

Children have excellent opportunities, through the teaching methods used and the resources available for the children to self-selection, to develop mathematical skills. Good quality teaching challenges older children's understanding of number. Staff use mathematical language throughout the session, such as more than and less than quantities of things. During snack time problem solving is explored through children considering; are their there enough cups, plates or pieces of fruit. Children responding with suggestions of getting more cups for this, shows the skill in extending the children's learning towards basic adding and taking away. Children show high levels of concentration and are highly engaged in their learning. This good quality teaching, prepares children well as they move onto the next stage in their learning or onto school.

Effective key person arrangements and accurate assessment, mean that those responsible for setting learning goals for children do this well. They are aware of the interests of each child and provide activities which they enjoy and which offer a good level of challenge. Staff share information about the planned next steps in each child's learning with their parents As a result, parents are well informed and understand the starting point and the targets set for their children to achieve to enhance their child's learning at home. Parents regularly view their children's learning journals to see their progress and contribute to these by providing useful information about their children's achievements. Staff frequently provides parents with written summary reports detailing the progress their child is making. Staff also complete the required progress checks for two-year-old children.

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

This is an extremely friendly and welcoming nursery with an open door approach for parents. Children experience high levels of sensitive care from kind and affectionate staff. Each child has a key person and this ensures consistent and familiar adults understand each child's care and welfare needs thoroughly. Children have formed strong secure bonds with their key person. These relationships support the children to explore the nursery and the resources within it confidently and independently. Parents are aware of who their child's key person is and liaise with them daily, which fully enhances a consistent approach to children's well-being.

Children are extremely happy and behave very well. Staff are excellent role models who make calm and clear explanations to children about what is expected of them. For example, staff gently remind children to walk inside as they may fall and hurt themselves or others if they run. Staff encourage children to become very independent and children quickly learn self-help skills such as washing their hands after using the toilet, before eating or after they get messy. Children kindly help each other to put their jackets on, which demonstrates their understanding of supporting others.

Both the younger and older children enjoy a very well organised and highly stimulating environment that supports their developing confidence and independence effectively. Children move freely around the space available and very confidently make use of the resources that are stored at an appropriate height for them to access. The resources and environment sparks thinking and provides challenge both indoors and outdoors and is facilitated well by the staff's interactions. Many of the areas of learning are a direct reflection of the children's interests. For example, the role play area becoming a doctor's surgery, with scrubs and stethoscopes and a variety of other well placed resources such first aid kits bandages and books. All children have quiet and comfortable places to rest during the day. Staff take younger children into the other resources room for quite times of break out session to look at books, and relax with quieter activities.

Thorough and effective risk assessments cover all areas of the premises, activities and resources. Staff conduct daily safety checks and effectively support children's growing understanding of how to protect to themselves, for example, by taking part in regular practise fire evacuations. Staff follow hygienic practices, and systems are in place to ensure that they are aware of children's medical issues, such as allergies. Staff keep the required records relating to accidents, and first-aid treatment and any medication given to children and share this information with parents

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

Staff make the safety of children a priority and have effective arrangements in place to achieve this. They all demonstrate a good knowledge and understanding of what to do if they are concerned about a child's welfare. Each staff member attends safeguarding training and the nursery has a comprehensive set of policies and procedures that underpin their knowledge. As a result all staff, have a clear understanding of their roles and responsibilities. Staff are constantly vigilant to potential hazards and take appropriate action to minimise risks to children. All staff adhere to the procedures to ensure the premises is safe. For example, they require all visitors to sign in and escort them around the nursery. This ensures the environment is safe for children to play and explore with confidence. Procedures to ensure the suitability of staff are robust. All staff are fully vetted and references and qualifications are checked. Induction processes for new staff ensure they quickly understand their roles and responsibilities and confidently settle into their positions. Staff receive good support from their managers. They have regular supervision meetings and many opportunities to develop their interests and expertise through training

and gaining qualifications.

Overall, self-evaluation is good. The management team show commitment to improving the quality of the nursery and continually reflect on their practice. They take into account views of parents, children and staff. Staff feel confident in contributing to the evaluation of the effectiveness of the setting. This is because the management promote a culture of reflective practice at all levels. Weekly planning meetings, help to ensure the provision is closely monitored and constantly improving. Staff have made good progress since their last inspection. For example, staff have fully reviewed promoting children's independence, group sizes for story time and technological resources are now more readily available. Staff have an effective system for monitoring the individual progress of children. This helps to ensure that assessments are consistent, precise, and display an accurate understanding of children's skills and abilities. As a result, staff target children's individual needs well and seek appropriate interventions if necessary.

The nursery has very close relationships with parents who speak highly of the care their children receive. Parents report that staff are extremely supportive and approachable and always on hand to offer help. Parents enjoy the open door atmosphere and the strong bonds the children have with their key person. They say this contributes to their children settling quickly each day into the nursery but that this continues after they move on to school.

The nursery works closely with other agencies such as early years advisors from the local authority. They also work effectively with professionals who support children with additional needs, such as speech therapists. This helps to underpin the good arrangements in place to support children with special educational needs and/or disabilities. The nursery also enjoys positive relationships with the local schools, which ensures children move smoothly from nursery to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY472880
Local authority	Lambeth
Inspection number	947919
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	48
Name of provider	Alice Elizabeth Clark
Date of previous inspection	not applicable
Telephone number	0207 498 0319

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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
Store St
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M1 2WD

T: 0300 123 4234
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