

Willow Nursery School Clent

Clent Parochial Primary School, Bromsgrove Road, Clent, STOURBRIDGE, West Midlands, DY9 9QP

Inspection date	27/11/2014
Previous inspection date	09/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership is strong and the provider and staff are committed to reflecting on and continually identifying areas for enhancement. Safeguarding practice is robust which ensures the best possible outcomes for children.
- Staff swiftly identify children's starting points and plan challenging and exciting experiences across the seven areas of learning. As a result, children make outstanding progress in their learning and development.
- Children are supported to make exceptional progress towards their next steps in their learning because precise information about their progress is recorded and evaluated.
- Staff understand how to promote children's learning and teaching is outstanding because staff continually adapt their questioning and responses to meet individual children's needs.
- Children's emotional well-being is promoted because they build secure relationships with staff, who provide positive role models. The key-person system ensures that staff know all children and their families well.
- The partnerships with parents are highly effective. Staff ensure parents are continually actively involved in their children's learning and development. Excellent partnerships with other professionals ensure that children's individual needs are recognised and given the utmost priority.

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 all indoor areas used by children and the outdoor play areas.
- The inspector and the manager carried out a joint observation.
- The inspector spoke to parents, staff and children during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence and the suitability and qualifications of staff working with the children.
- The inspector took account of the self-evaluation processes.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

Inspector

Julia Galloway

Full report

Information about the setting

Willow Nursery School Clent was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two connecting rooms in a purpose-built nursery building, on the site of Clent Parochial Primary School. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, one holds Early Years Teacher Status, two hold appropriate early years qualifications at level 3 and one is a qualified physiotherapist. The nursery opens Monday to Friday, during term time. Sessions are from 8.30am until 3.30pm each day, except for Thursday, which operates from 8.30am to 12pm. Children attend for a variety of sessions. There are currently 24 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two- three- four- and five-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:

- continue to enhance the systems in place for the performance management of staff, for example, by providing opportunities for staff to observe each other and discuss their work, in order to identify and share excellent teaching practice, and help maintain children's attainment at the highest level.

Inspection judgements

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

Children make excellent progress in their learning and development because staff have a secure understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. They plan a highly stimulating and interesting educational programme, which covers every area of learning. It gives children plenty of choice, which fully promotes their independence skills. Children have a wealth of opportunities to participate in child-initiated play and all staff expertly facilitate their ideas, bringing out the learning in everything that they do. As a result, all children are highly motivated and make rapid progress towards the early learning goals. Staff are excellent teachers. They continually engage children in opportunities that support their learning. Staff encourage children to think critically and extend their learning while playing. For example, when children are playing in a role play post office a child says 'It's six o'clock, it's time to close now.' staff suggest that the children make a sign which includes opening times. The children then quickly begin to do this. In addition, children show that they are confident and capable to use mathematical language during their play because they comment 'That's 10 pence please.' or 'It's three pounds.' and they exchange play money for shopping. These high quality learning resources and the opportunities to develop their

own ideas, means that all children are active in their own learning.

All staff have secure knowledge about the way children learn and they provide an outstanding educational programme based on children's interests and individual learning needs, which are exceptionally well met. Staff continually adapt and adjust their response to children and an embedded ethos of inclusion for all children is evident. Children with special educational needs and/or disabilities are fully included in all aspects of the setting. This is because the staff acknowledge and provide individual targeted support for all children. Children's next steps for learning are precisely identified and planning ensures that all children engage in activities that support their development. The key-person role is embedded and everyone involved in the care and education of children works closely together. Partnerships with parents are strong and they are encouraged to get involved with many activities at the nursery. This includes sharing their own observations of children, attending activity days and contributing to assessments of children's progress. Staff support parents to gain knowledge and understanding of the characteristics of effective learning by inviting them to information sessions. This means that parents gain knowledge that helps them support ongoing learning at home. In addition, parents are also invited to 'playing concerts' when they are encouraged to join in with stories and songs that children regularly share. The children make choices about which character from a story they would like to play and they all join in enthusiastically to tell the story. Staff are mindful that not all children are confident to take on a lead role and they sensitively support quieter children who also clearly enjoy this engaging, interactive session.

Staff routinely review their observations of children during activities, to precisely assess progress and to identify next steps in learning. Robust and in-depth information sharing with parents is used to carry out detailed assessments, which means that all children make a significant amount of progress from their starting points. The rapid learning and development of all children at the nursery is fostered in a lively and inventive environment. Staff are well deployed, relaxed and support children very well. They interact positively with children and show genuine interest in what children are doing. During the session children participate in a range of experiences that support their future learning in readiness for school. For example, they develop listening skills, awareness of letter sounds and confidence in speaking. Children eagerly identify initial letter sounds in key words, which are discussed in highly engaging group sessions. Staff are alert and conscious of potential learning opportunities because they continually play with children. They encourage children to recall information and share their thoughts and experiences at all times. For example, a child recalls an activity from a previous week and says 'We dropped the eggs from different heights; the highest made the biggest crack'. The child then adds 'We asked the hens first before we used them'. This shows that children are beginning to consolidate information they have learned and are developing a sense of awareness of the world around them. Partnership work with the school where the nursery is based is strong. Nursery children regularly play with reception age children and opportunities to free-flow between the school and nursery help to prepare children for the move to school. Likewise, staff from both settings work closely together to share information, which means that children get any help or support that they need.

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

The nursery provides a caring and nurturing environment, where children are happy and settled. All staff know children and their families extremely well and the key-person system ensures that all children settle quickly. The key persons take time to gather information from parents so that individual needs are discussed. Children's emotional well-being is given the upmost priority by staff who are attentive and considerate. All children confidently engage with the people and activities that are around them. They initiate their own ideas and express their own opinions. For example, during a 'supermat' session when the children gather together to count how many people are present, they identify a visitor who has not been included in the headcount. This shows that they notice changes in their environment and understand the purpose of activities. Children show that they understand the importance of keeping themselves safe because they tell staff when they want to go outside and they say 'we need to tip the dirty water away so we are safe and there are no germs'. Children have choice of whether they prefer to play indoors or outdoors, supporting their developing physical skills and providing opportunities for additional activities that challenge them. Children understand that they need to wear appropriate clothing before doing so and they spend time putting on their wellington boots and waterproofs if required. Staff encourage them to be independent when doing this, so that they quickly master these skills for themselves. The outdoor area is exceptionally well resourced and activities and equipment support children's development across all areas of learning. Older children often help or play with younger children because staff make good role models and are consistently supportive and caring.

Children have a wealth of excellent opportunities to develop their independence and self-help skills. This is because staff know the children really well and they recognise when they are ready to take responsibility, such as managing their own care needs. Children lay out the table for snack time and can choose when they would like to eat. Children eat well and develop healthy food preferences because the nursery provides fruit and vegetables to eat daily. This is helping children develop an excellent awareness of healthy eating, which supports them to achieve a healthy lifestyle. Children's behaviour is good because they are thoroughly engaged in interesting and stimulating experiences that challenge them and foster their creativity. Children's interests are at the heart of all aspects of the setting. This is evident because of the exceptional play-based activities that are provided. For example, children can easily access a wealth of resources that facilitate creative thinking. They select from the vast amount of materials, which includes a variety of objects and equipment with no specific purpose, such as; boxes, sheets of cardboard, craft items and wooden blocks. Children then create dens or act out imaginative play. For example, they have made a cardboard door to enter the home corner and enjoy opening and closing this each time they go in. Likewise, two children wrap up a variety of nursery equipment to make presents to send from the post office. The children show a keen interest in dressing up and staff encourage this, which further supports their understanding of the world around them.

Children are polite and respectful and this is due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. Children's emotional well-being is exceptionally well promoted because of the high quality care and

attention that they receive from staff. Children are secure and confident in everything that they do and are curious to find out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school. Furthermore, because partnerships work with the school is embedded into daily practice, children easily make this move when the time comes.

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

The management team provides strong, effective leadership, ensuring that all of the safeguarding and welfare requirements of the Early Years Foundation Stage are met. It is evident that children's welfare and safety is given the upmost priority. All aspects of the setting provides a safe and suitable environment for the children who attend. Staff demonstrate thorough knowledge of how to protect children from harm. The lead person with responsibility for safeguarding has robust knowledge to ensure that she fulfils this role. In addition, she routinely provides staff with scenarios that require them to role play their responses to a concern or incident. This shows that child protection is at the forefront of the ongoing professional development of staff. Recruitment procedures are secure because all new staff are subject to rigorous suitability checks, which include obtaining an enhanced Disclosure and Barring Service check, requesting references, viewing certificates and checking identify. Furthermore, there is a detailed induction procedure which ensures that all new staff are fully supported and clear about their roles and responsibilities. All staff receive performance management that supports their ongoing professional development. This includes regular supervision meetings between management and staff. Therefore, staff and managers have the opportunity to discuss training needs, key children and observations of their practice. There is opportunity to develop this even further by identifying outstanding teaching and sharing this to support all staffs' continued professional development. All required policies and procedures are in place to fully support the smooth running of the nursery. Safeguarding policies are clear and all staff demonstrate that they understand the role they play in safeguarding children.

All children are making very good progress because staff have an excellent understanding of how children learn at different rates and in different ways. Their expert knowledge and understanding of child development ensures that all children get the help and support that they need. Children's progress is precisely monitored because observations are detailed and purposeful. The planning system is highly effective because it reflects on the characteristics of effective learning and all areas of learning and development. All activities are differentiated because staff knowledge of children is so secure. The nursery works closely with all parents and encourages them to contribute to children's ongoing assessment; this includes regularly adding their own written observations to planning boards. The excellent communication between staff and parents means that children's ongoing learning is promoted at all times. Children benefit from outstanding opportunities and inspirational teaching during play based activities that they thoroughly enjoy. This is ensuring that all children are developing important skills for the future and supports their move to school.

The management understands the need to link with other providers and has developed excellent working relationships with the school where the nursery is based. This means that children's progression and continuity of learning and care is exceptionally well supported. This includes working in partnerships with other professionals to ensure that specialist support is accessed as required. The nursery plays a key role in identifying and supporting children with special educational needs and/or disabilities because of the comprehensive knowledge and experience of working with children that staff have. All staff are highly motivated which means that children receive high quality learning experiences. A continual system of reflection and self-evaluation means that areas for ongoing development within the nursery are identified. The management drives forward changes that will benefit the children who attend. This includes meticulous research and resource gathering when areas for enhancement are identified. This ensures that all children have outstanding opportunities that fully support their individual 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. 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	205186
Local authority	Worcestershire
Inspection number	865306
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	24
Name of provider	Jacqueline Brocklebank
Date of previous inspection	09/10/2008
Telephone number	01562 731667

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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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