

Willow Tree Pre-School

Langley Green Centre, Stagelands, Langley Green, Crawley, West Sussex, RH11 7PF

Inspection date

09/01/2015

Previous inspection date

11/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff take good steps to make sure children are kept safe.
- Children enjoy a good range of quality experiences, which link directly to their interests and developmental needs.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, helping them to make good progress.
- Management successfully evaluate the quality of the nursery, which provides them with a thorough awareness of their clear strengths and drives improvement.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children in literacy activities indoors to support their early writing skills.

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 children's play and staff interaction indoors and outside.
- The inspector talked with available staff, parents and held discussions with the provider.
- The inspector examined documentation including a representative sample of children's records, policies, staff training and suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector carried out a joint observation with the Early Years Professional.

Inspector

Nadia Mahabir

Full report

Information about the setting

Willow Tree Pre-School re-registered in 2011. It operates from Langley Green Centre in Crawley, West Sussex. Children have access to a large hall, a sensory room and to two enclosed outdoor play areas. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open each week day from 8.45am until 2.45pm term time only. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. There are currently 76 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The setting employs eight members of staff, of whom five hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- maximise the opportunities for children to practise their early writing skills in practical situations

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan well for children, using their secure knowledge of children's interests. Staff provide children with a welcoming, vibrant and stimulating environment where they learn through play. This enables every child to follow their own interests and to achieve their full potential. Staff provide a very good balance of group activities and free exploration sessions to ensure that children have time and freedom to become deeply involved. Children have access to a very good selection of craft resources. They can independently select resources to create their own pictures to display in the room or to take home with them. They have good coordination and confidently use scissors. Children used the role play area independently and dressed-up to act out imaginary scenes. They made each other a cup of tea in the role-play kitchen.

Teaching techniques are strong. Staff are skilled at supporting young children's emerging language and communication skills throughout the daily routine. Staff introduce words to the children at every opportunity and give them time to practise new vocabulary. They clearly repeat any words if the children mispronounce them, developing their spoken language well. Staff engage toddlers and older children in a range of social situations that effectively promote their communication and language development further. They sit with children during activities and ask questions that help them think. Staff repeat children's

comments to reinforce and extend their learning. Younger children are inquisitive and ask lots of questions. However, children have fewer opportunities to practise early writing skills in their pretend play to support their literacy development. All children enjoy sharing books with each other and with staff. Staff sit at the children's level during story times to ensure that they can see the book and model how to handle books with care and respect. Staff support children who speak English as an additional language well. For example, key words used by children are obtained on entry and staff refer to these during the day. In addition, they use pictorial books to help children identify their needs and preferences.

Children in the pre-school demonstrate that they are active learners when they join in with the exciting activities provided for them. Staff are enthusiastic and have a secure understanding of how to make teaching and learning fun. As a result, children are busy in activities that they enjoy, and they make good overall progress in their development. Staff plan interesting activities and experiences to enhance their progress. They regularly observe and monitor children as they play and during planned activities. They take into account their interests and preferences so that children's curiosity to learn is embraced. Consequently, the activities are broad and provide challenge that builds on children's learning. Staff accurately track children's progress and they complete the two-year progress check, which they share with parents. They encourage parents to contribute to the assessment and use the information to plan effectively for individual children. This joint approach effectively helps to enhance children's learning at home and at the setting.

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

The staff place a strong emphasis on building relationships with children and their families from the start, so that they know precisely how to meet their individual needs. Families say they feel warmly welcomed at the pre-school. The key person system works well and children are steadily forming strong bonds, which help them feel safe and secure. Parents comment that they are very happy with the settling-in process, which enables all children to adjust to the new surroundings. Staff respond to the individual needs of children, providing warm, loving and consistent care. Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff arrange the areas to enable all children, older and younger, to be independent. They attractively present the environment with good-quality play and learning resources.

The pre-school has a calm and productive atmosphere and children are all positively engaged in play. Children are motivated and show enthusiasm as they play and learn. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff help children to manage their feelings and to learn how to treat each other with respect. Staff are good role models because they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour.

The pre-school meet children's dietary needs well through the provision of freshly prepared snacks and packed lunches that parents supply. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks.

These skills support children's next stage in their learning, preparing them for their move to school. Children learn about making healthy choices in their food through discussions at mealtimes and the activities staff provide. Staff know and respect children's individual dietary needs to ensure their well-being and safety. Staff plan a clear daily structure and well-established routines that enable children to be fully aware of what to expect. They manage their personal needs well, such as using the toilet and washing their hands afterwards. Staff promote a healthy attitude to exercise and healthy living. Physical play is highly valued, and children learn to take safe risks as they negotiate space and height on climbing equipment. The staff plan a free-flow system that enables children to access the garden throughout the day. Therefore, children can be active in their play and learning. They use small ride-on toys and ride on bicycles confidently building up their leg muscles. Children develop their good physical skills and coordination as they climb and balance and enjoy the space to run.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager and her staff are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern. The manager implements a clear induction to ensure staff are clear about their roles and responsibilities, and the general running of the setting. The manager follows effective recruitment procedures and checks all staff suitability thoroughly before they start work. All visitors to the premises have their identification checked and they are required to sign the record book. Effective risk assessment processes are in place, which management have used to minimise potential hazards to children. The manager reviews all policies and procedures regularly, helping to ensure safe practice.

The management team and staff demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programme. They understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children. The management team has good processes in place to track children's developmental. They quickly identify and target support to help close any gaps in children's learning. The staff team work well together to self-evaluate and implement positive changes around the nursery. Through regular meetings, management give staff members many opportunities to contribute their ideas and suggest improvements to practice. Staff receive ongoing support from management at one-to-one supervisions. This helps the manager identify any concerns early on and offer appropriate support where needed.

The partnership between parents and the pre-school is good. Staff keep parents informed about daily routines. Staff take the time each day to talk to parents about their children's day and achievements. Staff are proactive in encouraging parental involvement in their child's learning. They seek parents' views through discussions and involvement in children's records of learning and questionnaires. Parents express their children are well cared for and are helped to make good progress in their learning and they hold the

provision in high regard. Staff have strong links with other professionals in the community, for example the local children's centre. As a result, children that require additional help make good progress relative to their needs and abilities. The positive links the staff have with the local schools mean that children's move to school is as smooth as it can be.

The management team provide the manager with good support. Together, they monitor staff practice, including the planning and the activities they provide for children. Continuous self-evaluation identifies strengths and weaknesses of the setting, and demonstrates continuous improvement. For example, they plan to develop the outdoor area and to review their resources. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

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	EY423285
Local authority	West Sussex
Inspection number	822999
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	76
Name of provider	Willow Tree Pre-School Committee
Date of previous inspection	11/05/2011
Telephone number	01293 537400

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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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