

Willow Pre-School Playgroup

King George V Pavilion, Blackthorne Road, Canvey Island, Essex, SS8 7BJ



Inspection date

12 March 2015

Previous inspection date

19 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children do not receive consistent messages as to how to behave appropriately. Some staff do not act as positive role models for children, especially with regard to raising their voices.
- The quality of teaching is variable. During child-initiated play, staff do not positively engage children in play through effective interaction.
- Staff do not use their initiative to make changes to the outdoor environment to provide children with play outside.
- The leadership and management team do not effectively monitor staff's performance and the impact changes in practice have on children's learning and development. Therefore, the setting continues to require improvement.

It has the following strengths

- Staff have an appropriate understanding of procedures to follow if they have a concern about a child in their care as they have attended relevant training.
- Children's next steps are planned for and gaps in their learning are identified through an appropriate assessment programme.
- Children's transition to their next place of learning is managed well to promote their emotional well-being.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide clear and consistent behaviour management strategies for all staff and management to enable children to receive clear expectations of behaviour and to see all staff acting as positive role models, especially with regard to the level of their voices
- improve staff's understanding of effective deployment to provide consistent quality learning experiences for all children to keep them motivated and engaged in their play
- implement changes to the environment to provide children with planned outdoor play through effective risk assessments and staff deployment to further promote their learning and physical well-being outdoors.

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

- implement a monitoring system to consolidate the staff's development programme; evaluate the effectiveness of their practices and the impact this has on the children's learning and development and well-being.

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable way (compulsory part of the Childcare Register)
- provide access to an outdoor space or make reasonable arrangements for activities to take place outdoors (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable way (voluntary part of the Childcare Register).

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and members of the committee.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and the range of documentation, including policies and procedures.
- The inspector observed children's play and activities indoors.

Inspector

Claire Parnell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a wide range of resources and activities to promote children's development across seven areas of learning. Children relish activities that provide opportunities to explore, question and experiment. For example, children carry out experiments with a play food blender, to watch the direction of the water as the blades spin. Staff enthusiastically support children's understanding by asking effective questions and introducing complex vocabulary. However, during free-play sessions, staff do not engage in children's play or challenge their abilities. This leads to children running around the setting with little purpose in their play. Therefore, the quality of teaching is inconsistent and children are not making consistent progress in their learning, in readiness for school. Children with English as an additional language receive appropriate support, particularly towards their development of speech and language. Home languages are reflected and valued, as a result, children confidently develop good levels of spoken English.

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

Children take pride in exhibiting finished products. For example, they describe how they made a Mother's Day present and confidently explain the process. They are confident and independent learners who happily access additional resources from shelves and storage boxes. They understand appropriate hygiene practices after toileting and before snack time. Children eat healthy snacks, in a social group, helping them learn about manners and healthy lifestyles. However, children are not able to access outdoor play to enhance their physical well-being. This is because staff have not made necessary changes to the outdoor area to make it safe for children's use. Children play well together, inviting others into their play. However, staff do not always act as positive role models to support children's understanding of appropriate behaviour. They raise their voices during activities to gain children's attention. Therefore, children shout to be heard. Children with special educational needs and/or disabilities receive suitable support. Staff work closely with other professionals to promote continuity to support language and emotional well-being.

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

Managers have a reasonable understanding of their responsibilities and the setting's policies and procedures support children's welfare. However, the management team do not monitor and evaluate staff's performance effectively. They have identified what needs to be improved since the last inspection. However, they have not implemented the changes to provide better outcomes for children. Staff have annual appraisals but this only highlights training that staff have identified. They do not effectively assess individual staff's strengths and weaknesses or how to provide consistent practices within the setting. The management show an understanding of safe recruitment and carry out suitability checks for all staff and apprentices. The partnership with parents is effective. Parents make positive comments about their children's progress and feel reassured that children are well cared for.

Setting details

Unique reference number	402298
Local authority	Essex
Inspection number	980890
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	62
Name of provider	Willow Playgroup Committee
Date of previous inspection	19 June 2014
Telephone number	01268 683174

The Willow Pre-School Playgroup was registered in 1999. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9.30am to 12.30pm and Tuesday, Wednesday, Friday afternoons from 1pm to 4pm, during term time only. The pre-school provides funded early education for three- and four-year-old children.

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