

The Willows Pre-School

The Berkeley Primary School, Laidon Avenue, CREWE, CW2 6RU



Inspection date

14 July 2015

Previous inspection date

16 September 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
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:

- The provider has failed to comply with the requirement to notify Ofsted of changes to the nursery manager.
- Children's development records and information about their progress are not always shared frequently enough, to make sure parents can be fully involved in their children's learning.

It has the following strengths

- The committed staff team are well qualified. They provide a good range of activities that offer children interesting and challenging experiences. Staff's interactions with children are very good. Consequently, children are fully engaged and thoroughly enjoy their time at the pre-school.
- Staff share any concerns about children's development promptly with parents, other professionals and other settings that children attend. This ensures children receive consistent levels of support between different settings.
- The provider also manages the out-of-school provision, which some children also attend. Parents speak highly about staff and praise the continuity offered between the club, pre-school and on-site school. Younger children benefit from having the same key person in the club as they have in the pre-school. Consequently, they develop strong emotional attachments.

What the setting needs to do to improve further

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

- enhance the good methods of involving parents in their children's learning, for example, by making children's development records and information about their progress more readily available.

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

- inform Ofsted when a new manager is appointed (compulsory part of the Childcare Register)
- inform Ofsted when a new manager is appointed (voluntary part of the Childcare Register).

Inspection activities

- The inspector viewed all areas used by the children, including the outdoor environment.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager and looked at a range of documents, including children's assessment and tracking records and a sample of the policies and procedures, and discussed the provider's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Ron Goldsmith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff extend children's learning as a result of careful and well-focused observations. They use skilful questioning and encourage children's thinking through interesting activities. For example, children thrive in investigating the outdoor play area. They dig for worms, explore in the tree house and play with bubbles, water and sand. Staff introduce fun games which help them to learn, such as searching for numbers hidden in the trees. They test children's powers of memory and recall by taking items away and asking them which item is missing. Staff know their key children well. They identify their next steps in learning and effectively track the progress they make. Staff quickly identify children with special educational needs and/or disabilities. Staff put together targeted support plans which successfully help children to make good progress given their starting points. However, staff do not share the records of children's progress frequently enough to ensure parents can be fully involved at all times. Staff encourage older children to recognise number, shape, letters and some new words and sounds. Challenging and stimulating activities promote children's interests and motivate them to continue learning.

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

The environment is welcoming and appealing and children show that they feel safe and confident in the pre-school. Staff offer a very flexible settling-in process. They effectively meet the needs of all children and their families because they respond sensitively to those needing more time and support. Children form strong attachments with their peers and staff. They behave well and show care and concern for those around them. Staff offer consistent praise and encouragement. They focus on positive behaviour and give clear expectations. Staff promote good hygiene routines and children understand the need to keep clean and enjoy healthy food and drink. Overall, children have good opportunities to be independent through activities and everyday routines.

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

The provider has failed to notify Ofsted of a change to the nursery manager. This does not have a significant impact on children's safety and well-being because the pre-school has appropriate procedures in place to ensure the new manager's suitability for the role. Close working with the host school and others means that staff are clear about their role and responsibilities. All staff have completed safeguarding and first-aid training. This helps to keep children safe. Staff are supported to attend a variety of training courses and are encouraged to use the skills they gain to improve learning outcomes for children. In addition, the management team monitors the quality of teaching within the pre-school, in order to help staff improve their practice even further. Parents are valued as partners in children's care and learning. Partnerships with the on-site school are extremely good and children regularly participate in activities in the school. This helps to prepare them emotionally for the move to school, when the time comes.

Setting details

Unique reference number	EY340293
Local authority	Cheshire East
Inspection number	857203
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	40
Number of children on roll	142
Name of provider	The Willows Pre School Committee
Date of previous inspection	16 September 2010
Telephone number	0127 065 0126

The Willows Pre-School is managed by a voluntary committee. It was registered in 2006 and also operates an out-of-school club. The pre-school is open five days a week from 9am until 3pm during school term time only. The out-of-school club is open from 8am until 8.45am and from 3.15 until 6pm during term time and also provides provision during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It employs 10 members of staff, eight of whom have early years qualifications at level 3 and one at level 2. The pre-school supports children who have special educational needs and/or disabilities.

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.

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