

Willow Pre-School

St. Paul's Church Hall, Boundary Road, West bridgford, Nottingham, NG2 7DB



Inspection date

8 February 2016

Previous inspection date

26 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children show that they feel extremely safe, secure and happy in the pre-school. They form close relationships with their key person and all other members of staff.
- Children are eager and motivated to learn. They explore and investigate the pre-school's inviting and stimulating resources.
- Partnerships with parents and other professional involved with the children are strong. Children benefit from a coordinated approach as all parties work together to help them make the best possible progress.
- Good relationships are in place with other settings that children attend and the schools that they will move on to. Children are provided with continuity in their learning and development as information about their individual care and learning needs is shared.
- Staff teach children about the diverse world they live in. They encourage children to respect each other's similarities and differences. Children show a mature understanding and demonstrate care and consideration for each other. Their behaviour is very good.
- Children's learning and development are closely monitored through precise assessments. Any gaps in learning are promptly identified and addressed to help ensure no child or groups of children are disadvantaged.
- The management team and staff are all very experienced, well qualified, highly motivated and enthusiastic. They regularly review their practice to drive continual improvement.

It is not yet outstanding because:

- Some routine events are not well planned. Children sometimes become bored and are not encouraged to engage in meaningful activity by staff.

What the setting needs to do to improve further

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

- identify ways to engage children more effectively in routine events, so that they benefit from meaningful learning experiences throughout the day and make more rapid progress in their learning and development.

Inspection activities

- The inspector observed activities in both playrooms.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector checked evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector looked at a wide range of documents, including planning, self-evaluation, photographs, a selection of policies and children's records.
- The inspector took account of the views of the parents and carers through written notes and those spoken to on the day of the inspection.

Inspector

Cathryn Wilkinson

Inspection findings

Effectiveness of the leadership and management is good

The committed leaders and managers have a clear vision for the pre-school which is effectively communicated to all staff. They all work together to provide a stimulating, safe and secure learning environment which caters for the individual needs of each child. Arrangements for safeguarding are effective. Monthly fire drills and regular risk assessments help promote children's safety. Staff have a good knowledge of child protection procedures and know how to refer any concerns. Staff are keen to build on their existing knowledge and skills. They embrace professional development opportunities and improve the quality of teaching by implementing new learning into practice. Staff also have regular supervision sessions and are encouraged to learn from each other. This helps to ensure the quality of teaching is of a consistently high level. Managers evaluate all aspects of the provision. They oversee the progress of children to ensure no child falls behind. Managers seek the views of parents and other professionals who work with them to ensure any planned improvements benefit the children who attend.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities that interest and motivate the children. For example, children are fully captivated as they peep inside a box and discover interesting shells and pebbles. Staff listen attentively as children recount when they discovered shells on a beach. Literacy and mathematics are taught well and children have good opportunities to extend their learning. Staff play alongside children and ask them questions during play to help them solve problems. For example, children confidently count to 18 and staff ask, 'What is one more?' Staff skilfully select resources to help children become fully involved in imaginative play. Children play at length in the Chinese restaurant. They write orders from printed menus, collect payment and spoon rice into authentic Chinese bowls. Parents are encouraged to get involved in activities at the pre-school, which enables them to further extend children's experiences. For example, they donate traditional Chinese tarts for children to take home. Parents state that their children have 'learned so much' since attending and compliment staff for the activities they provide, commenting that their children 'have amazing experiences'.

Personal development, behaviour and welfare are good

Staff value children's opinions and show them genuine affection. This promotes children's self-esteem and confidence. Staff are good role models, encouraging children to treat each other with respect. Children's behaviour is consistently good and they have excellent manners. They work together cooperatively as they decorate large boxes to create a dragon. All children become involved as they perform a dragon dance. They shake, slide, and sway up and down to Chinese music, developing their physical skills as they play. Children enjoy daily activities both indoors and outdoors as part of a healthy lifestyle.

Outcomes for children are good

All children, including those who receive additional funding, are making good progress in their learning and development. Children are confident, motivated and show high levels of concentration. They are well prepared for their next stage of learning, including school.

Setting details

Unique reference number	EY434993
Local authority	Nottinghamshire
Inspection number	874627
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	81
Name of provider	Willow Pre-School (West Bridgford) C.I.C
Date of previous inspection	26 April 2012
Telephone number	0115 923 0027

Willow Pre-School was re-registered in 2011 and is based in West Bridgford, Nottingham. The pre-school employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, two hold Early Years Professional status and one has Qualified Teacher Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12pm on Mondays, 1pm until 4pm on Tuesdays, Thursdays and Fridays, with an optional lunch club, and on Wednesdays from 1pm until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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