

The Willows

Willowbrook Leisure Centre, Bowmont Water, Didcot, Oxfordshire. OX11 7GA



Inspection date

7 June 2016

Previous inspection date

9 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Some committee members have not been checked by Ofsted to make sure they are suitable. This is a breach in legal requirements.
- The management committee does not fully understand its role in helping the pre-school manager to make ongoing improvements at a faster pace.
- On occasions, during small group time, staff do not always adapt their teaching style to make sure that all children are challenged appropriately.

It has the following strengths

- The pre-school manager is highly qualified. She uses her expert knowledge to make sure support for children's learning and development is good. As a result, children start school ready to learn.
- Good links are made with other agencies to support children who need extra help with their learning.
- Children are very happy in the pre-school. They make friends easily and behave well.
- Parents praise the work of the pre-school manager and her staff. They say how much their children enjoy pre-school and make good progress in their learning and development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure the management committee gain a greater awareness of their legal responsibilities in meeting the requirements of the early years foundation stage and take a more active role in supporting the pre-school's improvement	07/07/2016
■ make sure all members of the management committee complete relevant suitability checks with Ofsted.	07/07/2016

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

- ensure teaching during all small group activities is consistently good or better and takes account of every child's ability and learning needs.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector held discussions with the pre-school manager. They talked about the improvements that have been made since the last inspection and how staff training needs are addressed.
- The inspector talked to staff at convenient times during the inspection about how they plan for children's individual learning needs and keep children safe.
- The inspector carried out a joint observation with the pre-school manager to evaluate the quality of teaching.
- The inspector looked at a small sample of records, including the pre-school's self-evaluation form, the attendance register, confirmation of staff training and recruitment checks on new staff.
- The inspector took account of written feedback provided by parents and the discussions held with parents on the day of inspection.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

The pre-school manager has worked hard since the last inspection to make the necessary improvements. Although the management committee are supportive, they do not have a full understanding of their legal responsibilities. As a result, not all members have completed the relevant forms and made sure Ofsted has checked they are suitable. This breach in requirements has an impact on children's well-being, although this is minimised as committee members do not have unsupervised access to children. The manager has a very clear vision and high aspirations for the pre-school. However, too much of her time is taken up with administrative duties. Improved arrangements are in place for the monitoring of staff and effective supervision. This means staff have better opportunities to reflect on their practice. Safeguarding is effective. Staff clearly understand what to do if they are concerned about a child.

Quality of teaching, learning and assessment is good

Overall, teaching is good because staff know the children well. They build on children's interests and plan activities they know children will enjoy. For example, children were fascinated in the changing textures when they added water to scented loose leaf tea. They were keen to spend long periods of time filling containers and to practise their pouring skills. Staff used this activity well to encourage children's language and communication skills and to introduce the concepts of 'more', 'empty' and 'full'. Children's learning is extended well outside. A recent focus on developing boys' literacy skills and supporting better provision for mathematical development has been successful. A greater number of boys are now showing interest in developing their early writing and using numbers in their play.

Personal development, behaviour and welfare require improvement

Children's well-being and safety is compromised due to the lack of checks that have been completed on some committee members. However, within the pre-school, staff keep children safe. There are many opportunities for children to make their own choices and staff value their suggestions. For example, on the day of the inspection, the staff and children were excitedly planning what food they would like to eat at their tea party to celebrate the Queen's birthday.

Outcomes for children are good

Children develop good attitudes towards learning; they are keen and inquisitive. Younger children benefit greatly from playing with the older children. They develop their language skills and learn to listen as part of a group. Older children are very kind and respectful towards the younger children and look after them well. Children are fully prepared for starting school as they develop good levels of confidence and take care of their own needs. Any gaps in children's learning quickly close as staff accurately identify where some children may need additional support.

Setting details

Unique reference number	EY246158
Local authority	Oxfordshire
Inspection number	1036746
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	54
Name of registered person	The Willows Pre-School Committee
Registered person unique reference number	RP909391
Date of previous inspection	9 June 2015
Telephone number	01235 810136

The Willows registered in 2002 and operates from self-contained premises on the same site as Willowbrook Leisure Centre in Didcot, Oxfordshire. The pre-school is open each weekday during school term times from 8.50am to 11.50am and from 12 noon to 3pm, with the exception of Thursday when it is only open in the morning. The pre-school receives funding to provide free early education for children aged three and four years. A team of 10 staff work with the children. Of these, six hold recognised early years qualifications. The pre-school manager is qualified to degree level and holds Early Years Professional Status.

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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