

# Willows Pre-School

The Pavillion, Colliers Wood Recreation Ground, Clarendon Road, London, SW19 2DU



## Inspection date

17 November 2016

Previous inspection date

16 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since their last inspection, the manager has improved the way she supports and mentors staff. For example, she now closely monitors their practice, using observations and appraisals to support them and identify their training needs. This helps staff develop and extend their practice, and improves outcomes for children.
- Staff complete regular observations and assessments of children's learning and closely track their achievements. They use this information to help them to plan activities that children enjoy and that support their next steps in learning. Children make good progress from their starting points.
- Staff help older children to develop their understanding of the world. For example, they help them to learn about the similarities and differences in cultural celebrations to help them to develop an understanding of diversity.
- Older children are confident to communicate with adults and other children. For example, they are excited to show and talk about what they have made and with what they are playing.

### It is not yet outstanding because:

- Staff do not consistently help children to understand the expectations for their behaviour.
- At times, staff do not make the most of opportunities to extend young children's learning experiences to further support those who learn better outside.

## What the setting needs to do to improve further

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

- build on the existing behaviour management strategies to help children consistently understand more about the expectations for their behaviour
- extend young children's learning opportunities in the outdoor area to further support those children who prefer to learn outside, to make the best possible progress.

### Inspection activities

- The inspector observed staff and children playing indoors and outdoors.
- The inspector spoke to parents to gather their views.
- The inspector reviewed a sample of documentation.
- The inspector and manager participated in a joint observation and held discussions in relation to staff practice, children's learning and their progress.
- The inspector discussed supervision and safeguarding with staff.

### Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers complete suitability checks on all adults working at the setting. Staff have a good understanding of current safeguarding procedures and child protection concerns. They attend regular training. For example, after recent communication and language development training they have effectively implemented visual aids to help those children who learn more visually. The manager and staff have developed good partnerships with parents. For example, they offer workshops for parents and regularly communicate with them to focus on children's achievements together. The manager regularly monitors the tracked progress of all children to help ensure they are meeting their expected stage of development. This helps her to identify any children making less than expected progress and ensures the right support is given. The manager effectively identifies priorities for improvement and uses an action plan to help her to target where further improvements to the quality of the provision can be made.

### Quality of teaching, learning and assessment is good

Staff adapt activities to meet children's needs well. They provide a wide variety of interesting activities to entice children to participate. For example, they provide homemade rocks and hammers for developing their physical coordination, and a present wrapping activity to build on children's physical skills. Staff encourage older children's literacy skills. For example, they help children to write their own stories and sing songs to help them learn letter sounds. Staff help children to communicate well. For example, they skilfully question them and talk to them to develop their conversation skills. Staff work closely with other professionals. For example, they follow the targets they have set to help children with special educational needs to make good progress.

### Personal development, behaviour and welfare are good

Staff effectively support children's physical well-being and develop their awareness of healthy lifestyles. For example, they encourage children to eat healthy food at snack and lunch times to help children learn about good nutrition. Staff praise children and this helps them develop good self-esteem. The setting implements an effective key-person system. For example, staff in the room for children aged one to two years are warm and encouraging which helps young children to feel settled and secure.

### Outcomes for children are good

Children share and take turns well. They play independently. For example, they confidently choose resources and activities for themselves. They imaginatively explain the artwork they have made. For example, they explain how they have used jewels to represent arrows on their picture. Children learn a wide range of skills to help prepare them for the next stage in their learning such as in readiness for school.

## Setting details

<b>Unique reference number</b>	EY431157
<b>Local authority</b>	Merton
<b>Inspection number</b>	1073325
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Willows Pre-School Ltd
<b>Registered person unique reference number</b>	RP528892
<b>Date of previous inspection</b>	16 June 2016
<b>Telephone number</b>	0208 5402388

Willows Pre-School was registered in 2011. The setting is located in Colliers Wood, in the London Borough of Merton and is one of three privately owned settings. The setting employs 18 members of childcare staff including the manager. Of these, 15 staff hold relevant childcare qualifications. Three members of staff have early years professional status, one holds qualified teacher status and nine have qualifications between level 6 and level 2. The setting opens Monday to Friday from 7.30am to 6pm for 51 weeks a year. The nursery receives funding to provide free early education for children aged two, three and four years.

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