

# Willow Tree Pre-School (Langley Green)

Langley Green Centre, Stagelands, Langley Green, Crawley, West Sussex, RH11 7PF



## Inspection date

30 March 2017

Previous inspection date

9 January 2015

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

- Staff understand fully the individual developmental needs of each child and skilfully adapt the provision to appeal to children's interests and different learning styles.
- Staff work in close partnership with parents. Parents have good opportunities to support children's learning at home to provide continuity in children's progress.
- Children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Staff work in partnership with other professionals well to provide children with additional support.
- The manager carefully monitors children's progress. She makes changes to practice appropriately where groups of children are not meeting expected outcomes for their ages. For example, she is developing strategies to improve further the outcomes for children who speak English as an additional language.
- Children have good opportunities to learn about healthy foods. Staff work with children and families to promote healthy practices, including how to look after teeth.

### It is not yet outstanding because:

- The staff team does not consistently make use of effective teaching strategies which help children to fully develop their ideas.
- Staff do not always act on all the opportunities that arise to teach children about numbers and counting.

## What the setting needs to do to improve further

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

- develop consistency in the use of effective teaching skills within the staff team, especially regarding presenting children with opportunities to extend and develop their thoughts and ideas
- make the most of all opportunities for children to learn about numbers and to practise counting.

### Inspection activities

- The inspector observed activities indoorside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are equally confident in their knowledge of the procedures to follow if a concern about children's welfare arises. They all know the signs that may indicate such a concern. The manager follows effective strategies to monitor her staff team and to help them develop as professionals. For example, staff attend training that is used to benefit the setting, such as improving the provision for outdoor play. The manager frequently reflects critically on the provision frequently and has a clear vision to improve the outcomes for children. For example, she has recently applied strategies that have helped to improve children's behaviour by involving them in writing golden rules. The manager has used funding for specific children wisely, and the children have made strong progress and are now achieving the expected outcomes for their ages.

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

Staff show skill in promoting learning through children's interests as they emerge through their play. For example, when children discover that they can make bubbles in the water tray, staff challenge them to make big bubbles. Children make choices about the activities they participate in, and they benefit from a wide range of activities both indoorside and outdoors. Staff promote learning through all aspects of the day. For example, at snack time children learn about size as they measure their strawberries. Staff follow highly effective strategies to teach children about the differences that exist between one and another. For example, they celebrate cultural differences with whole families by enjoying foods from different cultures.

### Personal development, behaviour and welfare are good

A strong key-worker system helps children to form relationships in the setting. Children have strong opportunities to grow in independence during their time in the setting. For example, they make many independent choices and participate in aspects of daily life, such as preparing snacks. Children develop social skills and act kindly to one another. For example, they pass each other paint pots or help each other to fill up watering cans. Staff prepare children for when the time comes to move to different settings such as school. For example, staff help children to experience aspects of school routines, such as sitting down for slightly longer periods of time.

### Outcomes for children are good

Children develop early writing skills. They learn that tools can make marks as they explore flour, stampers, paints and writing materials. Many begin to form pictures which show form. Children develop early reading skills as they begin to recognise letter sounds and know the letters their names begin with. Children enjoy stories and join in with their favourite sentences at story time. Children are well prepared for future learning.

## Setting details

<b>Unique reference number</b>	EY423285
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1085935
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Willow Tree Pre-School Committee
<b>Registered person unique reference number</b>	RP530453
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01293 537400

Willow Tree Pre-School re-registered in 2011. It operates from Langley Green Centre in Crawley, West Sussex. The pre-school is open each week day from 8.45am until 2.45pm during term time only. The pre-school receives funding for the provision of free early education for children aged two-, three- and four- years-old children. The setting employs nine members of staff, of whom eight hold appropriate early years qualifications.

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