

# Willowdene at Sherfield Park



SHERFIELD PARK COMMUNITY CENTRE, Sunwood Drive, Hook, Hants, RG27 0FP

<b>Inspection date</b>	15 June 2017
Previous inspection date	25 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 use assessments well to plan and deliver good-quality opportunities for learning across the nursery. They work effectively with parents and other professionals to ensure all children make good levels of progress during their time at the nursery.
- The development of the nursery is securely underpinned by the expertise of the owner, who is a qualified and experienced teacher. The manager uses well-thought-out policies and procedures to create safe, good-quality learning opportunities for children.
- Staff share recipes with parents and capture children's imaginations with tempting names for nutritious cooked meals. For example, children thoroughly enjoy trying new flavours and textures as they eat 'seaside pasta bake' with 'puffer fishes' on the side.
- Staff design group activities, such as creating a bat cave or life-size superhero to help foster good teamworking, negotiation skills and expression of ideas.
- Older children are emotionally and academically ready for school. Staff work effectively with parents and schools to support continuity in expectations and care for children.

### It is not yet outstanding because:

- The staff team does not consistently make the best use of opportunities to build the self-confidence of some of the youngest children as they play.
- Staff do not recognise some opportunities that arise to encourage children to consider problems they encounter or help them think of ways to solve problems to fully extend their learning.

## What the setting needs to do to improve further

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

- make better use of everyday opportunities to nurture the youngest children's interests and self-confidence
- challenge and inspire children to think more about what they are doing, to help them to find answers to questions and to extend their learning even further.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records and discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the owner and the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

The owner and manager listen to the views of all those involved with the nursery and reflect on staff practice. They use evaluations well to identify and continue to improve the quality of the provision. For example, since the last inspection, staff make much better use of outdoor play areas and local countryside for children who prefer to learn outdoors. The manager successfully supports and coaches a new team of staff towards higher levels of teaching. This includes developing effective partnerships with parents and other professionals to improve outcomes for children who receive more help with their speech and language. Safeguarding is effective. The manager ensures staff know and can implement up-to-date policies and procedures to protect children's welfare.

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

Staff make good observations of children's starting points and progress across all areas of learning and development. They use these to plan interesting activities to meet children's individual needs. Most parents are very engaged with their children's learning and say that key persons are helpful and know their children well. The manager monitors new systems of assessment to raise standards of teaching and planning for different groups of children. For example, she has recently identified areas for improvement in how staff assess and target individual children's learning. These evaluations help her team to adapt play activities and teaching strategies to engage boys more effectively as well as girls.

### Personal development, behaviour and welfare are good

Staff create a calm, welcoming environment. Children quickly settle and form secure and trusting relationships with keypersons. For example, young children rise to additional small responsibilities as they care for the rabbits, hunt for insects and water their seedlings. Staff constantly promote children's understanding of the world and their community. For instance, children identify people who help them as they watch ice melting away from play figures. Staff encourage children to gain increasing levels of independence, such as managing hygiene routines. Children happily help to wash toys as they tidy away after a busy session, such as playing imaginatively in the mud kitchen.

### Outcomes for children are good

All children make good levels of progress in their learning, and older children are well prepared for their moves to school. For instance, children overcome early communication and language delays and participate well in larger group discussions. Children's behaviour is generally very positive and they have a good awareness of how to show kindness, tolerance and respect to others. Children quickly gain skills with a wide variety of tools to support coordination and early literacy skills. For example, older children begin to use rulers and graphs to measure and record the increasing length of their caterpillars.

## Setting details

<b>Unique reference number</b>	EY469484
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1069809
<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>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Marilyn Hargraves
<b>Registered person unique reference number</b>	RP902579
<b>Date of previous inspection</b>	25 March 2014
<b>Telephone number</b>	01256324191

Willowdene at Sherfield Park registered in 2013. The nursery operates from Sherfield Park Community Centre, near Basingstoke, in Hampshire. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It closes on bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are six staff working with the children, three of whom hold appropriate qualifications at level 3 or above. The nursery owner is a qualified teacher.

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