

# Willows Pre-School Playgroup

Overdale Infant School, Eastcourt Road, LEICESTER, LE2 3YA



## Inspection date

27 September 2017

Previous inspection date

13 March 2013

| The quality and standards of the early years provision | This inspection:     | Good        | 2 |
|--|----------------------|-------------|---|
|  | Previous inspection: | Outstanding | 1 |
| 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

- The well-qualified staff team has a good knowledge of how children learn and develop and staff know the children well. Staff make regular and precise assessments of children's learning. They use these to plan effectively and ensure that children continue to move forward in their learning and develop all the skills they need for their move on to school.
- Partnerships with parents are good. Parents feel very involved in the setting and their children's learning. Regular meetings and discussions enable parents and staff to share information about children's care, learning and development. Parents are very happy with the service provided.
- Staff make good use of a range of teaching methods, such as pictures to help children who have difficulties with speech and language and those who speak English as an additional language to understand routines.
- Partnerships with local schools and other professionals work very effectively and make a strong contribution to meeting children's individual needs. Children who have special educational needs and those who speak English as an additional language are supported well through a range of strategies by caring staff in collaboration with external agencies.

**It is not yet outstanding because:**

- Staff occasionally follow routines inflexibly and do not consistently encourage children to explore and learn at their own pace.
- Staff do not seek precise information from parents about what children already know and can do when they first start, to identify accurate starting points in their learning.

## What the setting needs to do to improve further

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

- allow flexibility in routines and provide children with more opportunities to direct their own play and learning
- gather more precise information from parents about children's prior achievements when they first start and use this to assess their starting points and inform future planning.

### Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the provider, who is also the manager, the assistant manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the assistant manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of safeguarding issues and the correct procedures to follow if they have any child protection concerns. The manager completes thorough risk assessments of the premises and deploys staff effectively, to meet adult-to-child ratios, supervise children and meet their needs. Strong recruitment procedures are followed. The leadership team uses effective supervision and ongoing appraisal programmes to help ensure all staff are confident, suitable and capable in their roles. The manager regularly checks children's progress and provides support to close any gaps in their development. Self-evaluation is effective in identifying areas for development and ensuring that children receive consistently good-quality care.

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

Staff play alongside children and respond well to their interests. They provide activities that encourage them to be imaginative and play together with other children. Children enjoy being creative and making pieces of art. They are proud of their achievements. Children have fun building with blocks and playing with toy animals. They are able to name the animals and make the sounds that they make. Staff are enthusiastic as they encourage children to join in as they sing, dance and move to action songs. Children have regular access to outdoor play, which helps to develop their physical skills. For example, they ride wheeled toys and enjoy using the climbing frame and slide.

### Personal development, behaviour and welfare are good

Children are engaged and settled in the calm and welcoming pre-school. They demonstrate good levels of confidence, showing that they feel safe and secure as they move around and choose what to play with. Children benefit from plenty of attention, reassurance and praise from staff, supporting their emotional well-being successfully. Staff model good manners, speak to children appropriately and nurture children's social skills. Children are encouraged to be independent. For example, they choose whether to play inside or outside and put on their coats and shoes. Staff encourage children to share and take turns. They use discussion and gentle reminders to successfully support children's understanding of others' feelings and of sharing. Children's behaviour is good and staff support them well to understand the pre-school rules and routines. Staff provide healthy and nutritious snacks and teach children about making healthy food choices to build on their understanding of healthy lifestyles.

### Outcomes for children are good

Children learn to listen and concentrate well. They help to tidy when informed that it is time to do so. Children develop early literacy skills, for instance, as they listen to stories and join in with repeated refrains. Their language development is enhanced as they sing songs and rhymes. Children develop confidence in using technology. All children show good progress in their learning and gain skills that help to prepare them for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY400764  |
| <b>Local authority</b>                           | Leicester City  |
| <b>Inspection number</b>                         | 1113956   |
| <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, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 60  |
| <b>Number of children on roll</b>                | 90  |
| <b>Name of registered person</b>                 | Kathryn Janet Green   |
| <b>Registered person unique reference number</b> | RP511468  |
| <b>Date of previous inspection</b>               | 13 March 2013   |
| <b>Telephone number</b>                          | 0116 288 7663   |

Willows Pre-School Playgroup and out-of-school care registered in 2009. The setting employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, three at level 5, two at level 4 and 10 at level 3. The pre-school opens Monday to Friday during term time and offers a holiday club for three weeks during the summer. Sessions are from 7.45am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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