

# Willowdene Nursery School



1 Tangmere Road, Tangmere, Chichester, West Sussex, PO20 2HW

<b>Inspection date</b>	27 October 2017
Previous inspection date	5 February 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 work together very well and assess children's development closely. They know each child well and have a strong understanding of their interests and current achievements. The manager monitors the progress all children make, including different groups, and quickly addresses any gaps. She successfully supports children who speak English as an additional language.
- Children are very happy, confident and secure. They build strong, trusting bonds with the nurturing staff and actively include them in their play. Children respond excitedly to enthusiastic praise for their achievements and show good self-esteem. They quickly gain the skills needed for the next stage in their learning and for school.
- The manager successfully involves staff and parents in her self-evaluation and reflects closely on the nursery. They accurately identify areas for further development and make continual improvements to help raise children's outcomes.
- Parent partnerships are strong. The manager and staff work closely with parents and keep them fully informed about their children's development. They regularly share detailed summaries of what children experience at nursery and how parents can support this further at home.

### It is not yet outstanding because:

- Staff do not consistently support pre-school children to develop their own ideas and think creatively.
- Staff do not organise group activities in the most effective way to fully support the engagement and learning of all children.

## What the setting needs to do to improve further

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

- give pre-school children more opportunities to fully develop their own ideas and think creatively
- improve the organisation of group activities to ensure all children engage fully in their learning.

### Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and held discussions in relation to children's learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The ambitious manager supports her well-qualified and enthusiastic staff team very well. She monitors their practice closely and encourages all staff to observe each other to help them share skills and ideas. Staff also access regular training opportunities to help develop their practice further. After recent training, they have improved their support for children's early communication skills. For example, staff have created books with pictures and words that show the nursery routine and resources. The manager is continually developing the wonderful outdoor environment. For example, she has created a stimulating new area outside, which children independently and excitedly access throughout the day. Safeguarding is effective. The manager and staff have up-to-date knowledge of how to manage child protection concerns and follow thorough procedures.

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

Staff plan a very engaging environment, which accurately reflects children's next steps in learning and current interests. They give younger children plenty of enjoyable opportunities to explore creative activities. Staff follow children's ideas well and encourage them to explore the marks they can make in paint. For example, children happily switch between painting on paper and painting their hands to make colourful prints. Staff extend pre-school children's mathematical skills particularly well. They offer further challenge successfully as children play, such as when preparing pretend meals in the role-play area. For example, staff encourage children to work out how many more plates and cups they need so that everyone can have their dinner.

### Personal development, behaviour and welfare are good

Staff support children's understanding of diversity and respect for differences successfully. For example, children learn about different families, such as same-sex parents and single parent families, through stories and group discussions. Children behave very well. They are kind, well-mannered and considerate of others. They play happily together and develop strong social skills. For example, two-year-old children enjoy taking turns adding sand to make sandcastles and celebrate together when they finish. Staff support children's healthy lifestyles particularly well. For example, children plant and tend to vegetables, such as courgettes, and eat them when they are ready to pick. Children are very physically active and make full use of the exciting outdoor area. For example, they build intricate structures out of large wooden blocks, such as the 'Tower of London'.

### Outcomes for children are good

All children make good progress from their starting points in learning. Pre-school children confidently recognise and write their own name. They are very independent and enjoy responsibilities. For example, they carefully prepare fruit for snack and collect jugs from the kitchen to fill with milk and water. Younger children concentrate very well in their play and are motivated to learn. They communicate confidently, using simple sentences and learning new words quickly. They are curious about the world around them.

## Setting details

<b>Unique reference number</b>	113831
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1068403
<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>	0 - 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Sara Brookes
<b>Registered person unique reference number</b>	RP512051
<b>Date of previous inspection</b>	5 February 2014
<b>Telephone number</b>	01243 530720

Willowdene Nursery School registered in 1990. It operates in Tangmere, West Sussex. The nursery is open each weekday from 8am to 5.30pm for 50 weeks a year. The nursery employs 12 staff. Of these, one holds qualified teacher status and 10 hold a relevant childcare qualification at level 3. The nursery receives funding to provide free early education for children aged three and four years.

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