

Little Willows Nursery

Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire, HP10 9AA



Inspection date	4 December 2017
Previous inspection date	9 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The progress check carried out on children between the ages of two to three years does not contain sufficient detail. Parents are involved in the process, but a lack of recorded information means any delays in children's learning are not quickly recognised.
- The management team's monitoring of staff's teaching practice is not fully effective. The quality of teaching is not at a good level overall. Staff sometimes miss opportunities to help children think, learn and explore, particularly for children aged two to three years.
- The organisation of some routines, such as mealtimes in the older room, does not always sustain children's interest and, at times, they become noisy and distracted while waiting for their food.
- The management team does not analyse the information it collates on children's achievements sharply enough to be sure that different groups of children make equally good progress.

It has the following strengths

- Children are happy and build positive attachments with staff. Staff provide a warm and welcoming environment, to support children to gain a sense of belonging.
- Children make good progress in their personal, social and emotional development. For example, they demonstrate good levels of confidence, independence and self-esteem.
- Staff have a secure understanding of their roles and responsibilities, including for safeguarding children. They provide a safe and secure environment for children to independently explore and investigate.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure the checks staff carry out on children between the ages of two and three years monitor their development closely to identify any areas where progress is less than expected, to support their future learning and provide parents with a written summary of their progress 	18/12/2017
<ul style="list-style-type: none"> ■ improve monitoring of staff's practice, to identify any weaknesses in teaching and training needs and to extend children's learning. 	18/12/2017

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

- monitor the outcomes of the different groups of children more effectively to rapidly identify and address any differences in achievement
- review the organisation of some daily routines, to help reduce waiting times before children can engage in learning opportunities.

Inspection activities

- The inspector observed activities in the main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning, and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the childcare director, and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Managers and staff have a suitable knowledge of how to identify and report any safeguarding concerns they have in a timely way. There are secure procedures for the recruitment and induction of new staff to help ensure that adults working with children are suitable. The manager has clear processes to improve the provision, although some changes have not yet been implemented to a good level. For example, the manager provides some training and support for staff, but the monitoring of staff practice does not fully identify inconsistencies in teaching. Despite this, staff are generally deployed well to meet children's individual needs. A recent review of the provision has led to positive changes regarding children's safety. The management team ensures the premises are secure and staffing levels meet the ratio and qualification requirements. Staff have secure relationships with parents overall.

Quality of teaching, learning and assessment requires improvement

Staff assess what children can do and use their observations to plan for the children's next steps in their learning. However, the progress check for children aged between two and three years has not been sufficiently well completed. For instance, there are missed opportunities to identify any areas where progress is less than expected and share this information with parents. In addition, leaders do not sharply focus on reviewing the progress made by individual children, to monitor that any emerging gaps in learning are closing as quickly as possible. Nonetheless, staff know about children's interests and some use them to plan enjoyable activities. Babies enjoy a calm environment where they are engaged and curious, for example, as they explore various objects in the sand. However, teaching is not consistently good in all rooms to extend children's existing skills.

Personal development, behaviour and welfare require improvement

Staff promote children's emotional well-being appropriately. They encourage older children to help with some small tasks that support their independence, such as serving their own lunch. Children develop positive values throughout their play and routines. For example, as they learn to share and recognise how others feel. They are willing to modify their behaviour when prompted. However, on occasions, staff do not engage the children in the older room in quality learning experiences. They are busy carrying out routine tasks and do not fully sustain the children's interest, to keep them purposefully occupied. Staff follow suitable processes for medication procedures and complete all required documentation to maintain children's welfare.

Outcomes for children require improvement

Children gain some of the key skills they need for the future. They are eager to take part in activities, although these do not always sustain older children's interest. Children learn about numbers and sort objects by size and shape. Most children progress within the expected range of development for their age. However, the weaknesses in the teaching mean older children are not consistently supported to make better progress.

Setting details

Unique reference number	EY251433
Local authority	Buckinghamshire
Inspection number	1118484
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	33
Number of children on roll	55
Name of registered person	Countryside Nurseries LLP Partnership
Registered person unique reference number	RP521162
Date of previous inspection	9 February 2015
Telephone number	01628 532 738

Little Willows Nursery registered in 2004. The nursery is open Monday to Friday from 7.45am until 6pm for 51 weeks of the year. There are 12 staff working with the children and there is also a cook. Seven staff hold early years qualifications at level 2 or level 3 and one member of staff holds a qualification at level 6.

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