

# Little Willows Pre-school

Walsham Primary School, Wattisfield Road, Walsham-le-Willows, BURY ST.  
EDMUNDS, Suffolk, IP31 3BD



## Inspection date

18 December 2017

Previous inspection date

14 July 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

- Children with special educational needs and/or disabilities are supported well and are able to make progress in relation to their starting points.
- The pre-school is well established within the community. Parents speak very positively about the care and education their children receive and the guidance they get to support their children's learning at home.
- Staff place a high priority on organising the environment effectively. Toys and resources are creatively and imaginatively arranged and displayed to provide a stimulating environment. This helps children to explore recent learning, practise new skills and follow their own interests.
- Children's personal development and well-being are effectively supported by the warm and affectionate care given to them by staff. Children demonstrate a real sense of belonging.

### It is not yet outstanding because:

- Although staff benefit from frequent discussions about their performance, the monitoring of staff practice is not yet sharply focused on raising the quality of teaching to the highest level.
- The manager does not consistently analyse the development of different groups of children to monitor their progress.

## What the setting needs to do to improve further

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

- enhance the processes for monitoring staff's practice to raise the quality of teaching to the highest level
- strengthen the arrangements for comparing the progress made by different groups of children and check that all groups receive the support they need to maintain their good progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a good knowledge of the signs that would give them child protection concerns. They know the procedures to follow should such concerns arise. The committee and management team use their secure understanding of safe recruitment procedures effectively. Overall, the manager supports staff to develop their practice, such as through regular supervision and training. For example, staff use knowledge gained in training to further support children's exploration and learning about the elements. Staff use their good links with the schools that children go on to attend, to support the transition process. The committee and management team have a clear drive for the ongoing development of the pre-school. They evaluate the quality of the service they provide, taking into consideration the views of staff, parents and children.

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

Staff use their ongoing observations and assessments of children's progress to provide opportunities for children to achieve the next steps in their learning. Children independently explore the safe, welcoming environment. They concentrate well and are keen to join in. They enjoy experimenting with messy play activities and explore dough, water and mud. Staff are skilled at helping children to develop their early literacy skills. For example, children learn to read and write their names in many different situations, such as when they self-register and on their artwork. Children benefit from many opportunities to create and be imaginative. For example, children make reindeer hats, play imaginatively with polar animals in ice and cook food on a pretend campfire.

### Personal development, behaviour and welfare are good

Children behave very well and are praised highly by the staff who are good role models, promoting manners, kindness and mutual respect for all. Children respond well to the routines of the session and know what is expected of them. They develop good personal hygiene skills as they learn how to care for themselves, such as washing their hands before snack. Staff talk to children about healthy food choices as they enjoy their lunch. Children freely access the outdoor area for the majority of each session, which helps to support their understanding of living things in the natural world. They delight in testing out their physical skills on the wide variety of equipment and exploring natural materials as they use sticks and logs to make a pretend campfire.

### Outcomes for children are good

All children, including those who receive funded early education, make good progress in relation to their individual starting points. Children of all ages keenly make their own choices and demonstrate that they are developing skills which help them continue to be active and experimental learners. They readily engage in conversation and express themselves confidently. They count and recognise some numbers. Children are well prepared for their next stages in learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	251564
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1103298
<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 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Little Willows Pre-School Committee
<b>Registered person unique reference number</b>	RP523457
<b>Date of previous inspection</b>	14 July 2014
<b>Telephone number</b>	01359 258702

Little Willows Pre-school opened in 1974. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications between level two and five. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 2.45pm. The pre-school offers a breakfast club from 8am until 8.45am and an after school club from 2.45pm until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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