

# The Willow Nursery

Maranatha Ministries, Grafton Square, London, SW4 0DE



<b>Inspection date</b>	24 January 2018
Previous inspection date	10 October 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 who have special educational needs (SEN) are extremely well supported. Staff understand their needs and ensure they are met effectively. Staff support parents to access professional support when appropriate and invite professionals into the setting to share children's learning and development.
- All children make good progress in their learning and develop the attributes needed for a successful move to school. The manager monitors children's progress and works closely with staff to plan interesting, stimulating and age-appropriate activities.
- Children's emotional well-being is a high priority. Staff skilfully teach children how to regulate their behaviour and understand how their behaviour has an impact on other children. Children have a very good understanding of their emotions.
- The manager appraises her setting well. She monitors staff practice and offers constructive criticism. Staff work towards realistic targets to improve their already very good teaching practice.

### It is not yet outstanding because:

- Staff do not consistently gather information from parents about children's capabilities when they first join, to help plan precisely for their individual learning needs from the start.
- Occasionally, staff do not keep children's attention during large-group times to support them to continuously take part.

## What the setting needs to do to improve further

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

- support parents to effectively share what they know about their children's achievements when children first join the setting
- review routine times of the day, including group time, so that all children are able to take part and remain engaged.

### 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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held several short meetings with the manager. She looked at relevant documentation, including children's development records, risk assessments, medication records and evidence of the suitability of staff working in the setting.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff know that the manager is the designated safeguarding officer. They understand how to report any concerns they have about children's well-being and safety. Staff regularly complete safeguarding refresher training to keep them up to date with new legislation. They know the outside professionals to report their concerns to if necessary. The premises are safe and secure. Staff greet parents as they arrive and ensure all children are registered on entry. Staff feel extremely well supported by the management team. They enjoy coming to work each day and feel part of a valued team. The manager meets with staff regularly to appraise their practice and identifies any training needs. Staff have recently attended training linked with play therapy. Consequently, they have a deeper understanding of children's emotional needs and development. The manager and staff liaise closely with parents. They regularly obtain their views on the setting and take these into account when changing the provision.

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

The quality of teaching is consistently good and at times is outstanding. Staff are knowledgeable about children's individual learning needs and their interests. They plan activities to challenge children and teach them new skills. Younger children learn new words as they participate in baking, such as 'flour' and 'sieve', to develop their already wide vocabulary. Older children use tools safely. For instance, they cut written numerals out of paper during small-group time, showing good dexterity and awareness of safety. Staff are attentive to children's needs and plan for them well. They monitor children's learning and assess their progress appropriately. Children's development is shared with parents at meetings and through weekly newsletters. Parents feel very included in their children's learning.

### Personal development, behaviour and welfare are good

Children behave very well. They understand the expectations staff have of them and hold each other to high standards. Children are polite and respectful. Parents comment that staff are especially good at teaching children good social skills and manners. Children have made good friendships with each other and play cooperatively. Staff tend to each child's care needs effectively. They understand children's medical and dietary requirements. All food is checked for allergens to help ensure that children can eat it and be healthy. Children develop healthy attitudes to exercise. They explore the outside area, even in inclement weather, and enjoy running around.

### Outcomes for children are good

All children are prepared well for their next steps in learning and school. They are confident and resilient. Children are starting to recognise their names and letter sounds. They develop good early literacy skills. All children are motivated to learn. They are curious and good at listening. In addition, they enjoy stories and have good imaginations as they effortlessly come up with their own ideas.

## Setting details

<b>Unique reference number</b>	EY472880
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1071723
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	The Willow Nursery School Limited
<b>Registered person unique reference number</b>	RP535212
<b>Date of previous inspection</b>	10 October 2014
<b>Telephone number</b>	0207 498 0319

The Willow Nursery registered in 2013. The setting employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including two members of staff with qualified teacher status. The setting opens Monday to Friday, term time only. Sessions are from 8.15am until 12.15pm. The setting provides funded early education for three- and four-year-old children.

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