

# Willows Pre-School

28 Wilton Grove, Wimbledon, London, SW19 3QX



## Inspection date

14 May 2018

Previous inspection date

28 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are strong. There are effective systems to share important information. This keeps parents updated about their child's progress and achievements and helps meet the individual needs of children.
- Staff interact and engage with children in a calm and supportive manner. Children are happy, confident and independent. They easily access resources and participate in a wide range of activities indoors and outdoors.
- The management team is passionate about the provision. Managers check and review the quality of the provision. For example, they have improved the learning environment outside to support children's learning even further.
- Staff accurately monitor children's development to help identify any gaps in their learning. All children make good progress from their individual starting points.
- Staff support children's language development well. They model new words and use effective questioning skills to encourage communication.

### It is not yet outstanding because:

- Staff do not consistently support children to manage their feelings and behaviour and take responsibility for their actions.
- On occasions, staff do not consider the different ages of children when planning focused learning experiences, to fully support all children to make the most of their learning.

## What the setting needs to do to improve further

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

- support children consistently to manage their own feelings and behaviour and understand how their actions affect others
- make the most of all learning opportunities so that all children benefit and progress even further.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to four parents during the inspection and took account of their views.
- The inspector spoke to staff and children and the general manager during the inspection.
- The inspector looked at children's assessment records, documentation, and checked evidence of staff's suitability and qualifications.

### Inspector

Helen Craig

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff regularly update their knowledge to help keep children safe. The manager and staff know the procedures they must follow in the event of a child protection concern about a child in their care. They know the procedures to follow in the event of an allegation made against a member of staff. Staff are alert to the signs of a child who may be at risk of extreme views and behaviours. Staff carry out thorough risk assessments and remove any hazards that may harm a child. Staff deploy themselves effectively and supervise children well at all times. The manager completes regular supervision of staff and monitors their practice well. She supports staff effectively to develop their professional practice, to improve outcomes for children. For example, all staff have completed in-house training to better support children who have special educational needs and/or disabilities.

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

Staff provide a good range of activities that maintains children's interest and provides challenge. Staff assess children's progress accurately and plan exciting activities based on their interests. The key-person system works effectively. Parents are actively involved in the nursery. They are well informed, and staff support continuity of learning in the nursery and at home. Staff support children's physical development well. For example, children climb, jump through large tyres and move freely and with confidence. Staff encourage children to experiment with colours and shapes. For instance, children enjoy making pictures of the life cycle of a butterfly. Children count to 10 and beyond and confidently write their name.

### Personal development, behaviour and welfare are good

Staff know the children well and help them to feel secure and settle quickly. They are good role models from whom children can learn. Staff support children's understanding of diversity well. For example, some staff teach children key words in their home language of Spanish. Children learn about different cultural festivals and about the wider world. Children are independent learners, and they develop their self-help skills well. For example, they choose resources, attend to their toileting needs, serve themselves lunch and pour their own drinks. Children are provided with fresh and healthy food, which is tailored to suit those children who have special dietary requirements. Staff engage in conversations with the children at mealtimes and use these opportunities to promote the importance of a healthy diet and exercise.

### Outcomes for children are good

All children are well prepared for their next stage in learning, including their move on to school. All children are confident, independent and engaged in their learning. Older children learn early writing skills. For example, they can identify initial letter sounds and write their own names. Children who speak English as an additional language gain the skills they need to communicate effectively.

## Setting details

<b>Unique reference number</b>	EY391694
<b>Local authority</b>	Merton
<b>Inspection number</b>	1111647
<b>Type of provision</b>	Full-time 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>	38
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Willows Pre-School Limited
<b>Registered person unique reference number</b>	RP528892
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	020 8540 2388

Willow Pre-School registered in 2009. It is situated in Wimbledon in the London Borough of Merton. The pre-school serves the local community and is open Monday to Friday from 7.30am to 6pm for 50 weeks of the year. The pre-school receives funding for early education for children aged two, three and four years. There are 19 members of staff. The manager has early years professional status and six staff have qualified teacher status. Eight others have qualifications between level 8 and level 2.

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