

Dalton Willow Tree Centre

Willow Tree Childrens Centre, Foljambe Drive, Dalton, ROTHERHAM, South Yorkshire S65 4HQ



Inspection date	12 February 2019
Previous inspection date	9 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are keen learners. They are curious, determined and resilient. Children show that they can concentrate, solve problems and investigate how things work. They delight in their achievements and proudly share them with their parents.
- Staff create a stimulating environment that motivates and inspires children to explore. They sensitively support children to use their imaginations and investigate the world around them.
- Children thrive at the nursery. Staff make the most of outdoor play to build children's self-esteem and confidence. Children learn to manage their own risks and pick themselves up when they fall over. They show skill and control as they delight in running up and down slopes safely.
- Staff are responsive to children's own play and ideas. They skilfully watch and listen to children before extending and challenging their learning.
- The manager and staff are ambitious. They have a strong understanding of how to support children's learning and high expectations of what every child can achieve.
- Staff know individual children very well. They make regular and precise assessments of children's development to find out precisely what they need to learn next. The manager carefully tracks children's progress to identify any gaps in their learning.
- The nursery has particularly strong partnerships with other professionals. Staff work closely with parents to quickly find additional support for any emerging concerns about children's well-being and development.
- Leaders do not always take advantage of high-quality, incisive evaluation of staff's practice to raise the quality of teaching to a consistently outstanding level.

What the setting needs to do to improve further

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

- make better use of incisive evaluation of staff's interactions with children to drive the quality of teaching to the very highest level.

Inspection activities

- The inspector observed the quality of teaching during the staff's interactions with children and assessed the impact it had on their learning.
- The inspector completed a joint observation of an activity with the manager of the nursery.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working with children. She discussed the nursery's safeguarding procedure with staff and leaders.
- The inspector talked to children and staff throughout the inspection.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The manager and staff are passionate and committed to improving the outcomes for all children at the nursery. They have successfully evaluated their practice and improved how they plan for children's learning. Training has been used to help staff understand how to extend children's emerging ideas as they play. Staff work very closely with health visitors to review children's progress and make sure that families receive the support that they need. The nursery has close links to the local schools and regularly shares activities with them. Children enjoy sharing experiences with their older siblings and become familiar with their new teachers. Safeguarding is effective. Leaders and staff have a secure understanding of how to recognise and respond to concerns about children's welfare. Regular training and support from the local authority helps the manager to thoroughly review all the procedures.

Quality of teaching, learning and assessment is good

The nursery makes very good use of the outdoor environment to promote children's communication, physical and emotional development. Children talk more and move more confidently when they play outside. They relish experimenting with large hoops, rolling them down a small hill and running after them. Staff sensitively guide and challenge children's investigations by changing the hoops and how they roll them. They motivate children to look closely at the environment as they go looking for bugs. Younger children listen carefully and repeat the new vocabulary staff introduce as they describe the 'mud' and 'worms'. Staff are skilled at getting involved in children's play and inspiring their imaginations. They model combining resources and problem solving as they work with children to make ice-cream cones with soft dough.

Personal development, behaviour and welfare are good

Children quickly build secure attachments with staff that help them feel safe. Staff nurture children's emotional development and overall well-being so they are ready to learn. The nursery has a strong focus on promoting children's health in partnership with parents. Staff share information with parents about the level of sugar in children's drinks and signpost them to workshops about toilet training. Children are sensitively supported to be independent. They learn to put on their boots before going outside and choose their own snack. Children have meaningful opportunities to learn about other cultures. They enjoy looking at photographs of their friends and staff celebrating different festivals. They develop the social skills that they need to take turns and play alongside their peers.

Outcomes for children are good

Children make very good progress in their development. Those that start at the nursery below typical levels for their age quickly catch up and are well prepared for starting at school. Children improve their physical development and learn to negotiate steps, hills and different surfaces. They gain strength and control in their hands as they scoop, cut and stir vegetables in their 'mud soup'. Older children are fascinated by numbers and learn to match and count the spots on dice. They use their good communication skills to talk to staff about what they are doing.

Setting details

Unique reference number	EY475743
Local authority	Rotherham
Inspection number	10071873
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 3
Total number of places	16
Number of children on roll	32
Name of registered person	Rotherham Metropolitan Borough Council
Registered person unique reference number	RP904031
Date of previous inspection	9 September 2015
Telephone number	01709 853395

Dalton Willow Tree Centre registered in 2014 and is managed by Rotherham Metropolitan Borough Council. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. It provides funded early education for two- and three-year-old children. The nursery employs six staff, five of whom hold relevant qualifications at level 3.

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