

Willow Pre-School Playgroup

King George V Pavilion, Blackthorne Road, Canvey Island, Essex SS8 7BJ



Inspection date

8 March 2019

Previous inspection date

29 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 enjoy their time at the pre-school and develop a sense of belonging. Staff are friendly and welcoming to children and their families and this helps them to feel secure. Staff are affectionate and caring and they help children to settle quickly.
- Staff ensure that safety remains a priority. They carefully risk assess all areas of the pre-school throughout each day. They teach children about the dangers of running inside and help them to learn how to keep themselves safe.
- Staff work closely in partnership with parents. They involve them in their children's learning and invite them to participate in activities and events. Parents speak highly of the pre-school and say their children cannot wait to get there.
- Children make good progress from their starting points. Staff give regular reports to parents about their children's learning and development. They liaise closely with health visitors to share the progress check for children aged between two and three years. This ensures that any gaps in children's development are identified early so they can obtain the most appropriate support.
- Staff have high expectations of children's behaviour. They set consistent and realistic boundaries that help children to behave well. Staff encourage sharing and turn taking, and teach children to be considerate and respectful to others.
- Leaders and managers do not offer staff enough supervision opportunities to help them to evaluate their practice and raise their skills to the highest possible standard.
- Leaders and managers do not analyse the progress of groups of children as effectively as possible to ensure that all children achieve to the best of their ability.

What the setting needs to do to improve further

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

- strengthen staff supervision to help them to evaluate their practice more effectively and raise the quality of their teaching to the highest level
- embed the tracking of groups of children more securely to fully identify any gaps in teaching and learning.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability and qualifications of staff, children's developmental records, policies and procedures.

Inspector
Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their responsibilities to keep children safe from harm. They understand how to identify causes for concern and how and where to report them. Managers regularly test staff on their knowledge and provide ongoing training. They encourage staff in their professional development and provide mentoring support for students. Staff work well with other settings that children attend and with other professionals involved in their care. Leaders and managers ensure that recruitment procedures are robust and that staff suitability is checked. New staff and students receive a good induction into the policies and procedures of the setting. Staff take account of the views of parents and children when developing ideas for improvements.

Quality of teaching, learning and assessment is good

Staff provide a good range of resources to support children's learning indoors and outdoors. There is an effective balance of adult-led and child-initiated play and staff extend children's learning during their freely chosen play. Staff evaluate their planning to ensure that children's individual needs are met. Staff promote children's communication and language development well. All children, including those who speak English as an additional language, learn a good range of vocabulary. Staff use sign language, good eye contact and visual aids to support children who need extra support with communication. Children enjoy looking at books and making up their own stories. For example, they tell tales of finding dragons in their house and they make storybooks with craft resources. Staff incorporate counting into physical activities. For instance, they help children to count the bricks as they build a tall tower. They count down to 'blast off' as they zoom down a slide.

Personal development, behaviour and welfare are good

Children are independent. They learn about healthy eating as staff watch them prepare their own snacks and open their packed lunches. Children are very sociable. They chatter together as they relax in a tent with sensory lights and cushions. They rush to greet new children as they enter the room. They are very imaginative. For example, they pretend they are serving at a fast-food restaurant. They use soil and mud to make pretend pizza and cook on a toy barbecue. They talk about feeling poorly if food is not cooked properly, showing a good knowledge of health and hygiene. Staff introduce children to nature as they hunt for bugs and worms in the garden. They talk about the weather and the seasons. Children are excited as they look for spiders with magnifying glasses in an outdoor doll's house and make links in their learning as they remember a spider they found at home.

Outcomes for children are good

Children learn about the world they live in. They learn about people and communities. They discover some of the traditions and customs of their friends. Young children concentrate hard as they match pictures of animals. Older children learn about letter names and sounds. They practise holding a pencil in readiness for early writing. They develop skills they will need for their future learning and the move on to school.

Setting details

Unique reference number	402298
Local authority	Essex
Inspection number	10062918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	Willow Playgroup Committee
Registered person unique reference number	RP520657
Date of previous inspection	29 September 2015
Telephone number	01268 683174

Willow Pre-School Playgroup registered in 1999. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm on Monday, and from 9.30am until 4pm on Tuesday, Wednesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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