

Willow Tree Pre-School (Cherry Lane)

Cherry Lane Adventure Playground, Cherry Lane, Langley Green, Crawley,
West Sussex RH11 7NX



Inspection date	25 April 2019
Previous inspection date	25 May 2016

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

- Staff demonstrate a thorough understanding of their key children and of the progress they make. They plan effectively to move children forward in a way which is personal to each child. They use children's interests effectively to plan activities which excite children and help them to progress.
- Staff work in close partnership with parents to ensure continuity in care for children. For example, they establish consistent strategies for teaching children how to manage their behaviour. Staff communicate with parents effectively and encourage them to continue children's learning at home.
- Staff provide children with great opportunities to learn about healthy practices. For instance, children enjoy frequent exercise, including yoga sessions. They know why they need to stretch before exercise. Children demonstrate positive attitudes towards healthy foods when they eagerly explore new fruits.
- Managers monitor children's progress with care to inform their judgements on how well children's developmental needs are being met. They take effective action to improve outcomes in areas of learning where progress is slower.
- Children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make good progress from their starting points. They quickly begin to communicate and develop language skills.
- At times, staff are not consistently effective in recognising and responding to learning opportunities in children's play.
- Staff do not consistently use settling-in procedures to their full effect to establish strong bonds with children rapidly.

What the setting needs to do to improve further

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

- ensure staff recognise potential learning opportunities and respond more effectively to them during children's play
- organise settling-in procedures more effectively to help new children establish secure bonds with staff quickly.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning and documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint inspection of staff practice and children's learning with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers successfully ensure that all staff have a thorough knowledge of how to identify if a child's well-being is at risk and of what to do if a concern arises. Managers work closely with staff to build on their teaching skills and to make improvements to practice. They source training that is directed at improving the outcomes for children. For instance, staff have developed skills to help children with SEND to increase their concentration skills. Managers encourage and support staff actively to gain qualifications. They work with staff to help them build on their skills through regular supervisions. Managers value the opinions of staff and families. They make good use of these to drive change and to improve practice. For example, following parent feedback, they have made drop-off and pick-up times work more smoothly.

Quality of teaching, learning and assessment is good

Staff interact with children with energy and enthusiasm to make learning fun. For example, when role playing 'hospitals', children engage attentively as they eagerly check 'x-rays' and pretend to call and drive ambulances. Staff support children effectively to help them develop skills for future learning. Children make marks in different situations and give meaning to them. They write notes about their patients in their hospital role play and say what the pictures they draw represent. Staff successfully teach children to respect the differences that exist between people. For instance, they celebrate children's different cultural backgrounds by engaging them in a range of worldwide festivals and by sharing children's home languages with each other.

Personal development, behaviour and welfare are good

Staff effectively promote positive behaviour and teach children to follow the rules and boundaries they set. Children demonstrate a good understanding of these when they move from one part of the daily routine to another with ease. Children manage their behaviour and feelings well. When they want more personal space, they communicate this politely to their peers, who listen and respect their feelings. Staff support children well to help them cope with changes that occur, for example when they go to school. They learn from the teachers in the local schools what the most valuable skills are for children to have when they start school. For example, they teach children how to put their socks on independently.

Outcomes for children are good

Children focus on their play intently and lead their own experiences. They demonstrate curiosity and test out their own ideas. When toddlers push balls down pipes, they realise that small ones travel faster and they must push the bigger balls more to help them move. Children develop good physical control and balance. They happily tackle the physical challenges staff set them. For example, during dance sessions they explore different ways of moving. Toddlers realise that they need to put more pressure on their legs when moving their bikes over bumpy surfaces. They develop critical thinking skills. Children learn to count and develop numeracy skills. They carefully count the number of children present and know that when they add one more to represent themselves the number increases.

Setting details

Unique reference number	EY458640
Local authority	West Sussex
Inspection number	10075379
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 - 8
Total number of places	38
Number of children on roll	48
Name of registered person	Willow Tree Pre-School Committee
Registered person unique reference number	RP530453
Date of previous inspection	25 May 2016
Telephone number	01293 516873

Willow Tree Pre-School (Cherry Lane) registered in 2013 and is located in Crawley, West Sussex. The pre-school operates each weekday from 8.45am to 2.45pm, during term time only. It also operates a breakfast club from 8am to 8.45am and an after-school club from 2.45pm to 5.30pm that pre-school children can also attend. The pre-school receives funding to provide free early education for children aged two, three and four years. There are nine members of staff, six of whom hold appropriate early years qualifications. The manager has early years professional status.

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