

Willow Rise Pre-School

Downswood Community Centre, Chiltern Close, Downswood, Maidstone,
Kent ME15 8XG



Inspection date	1 May 2019
Previous inspection date	2 October 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

- Relationships between staff are strong. Staff are good role models for the children and influence their good and considerate behaviour towards each other.
- Staff teach mathematics well. For example, they effectively challenge children to solve problems, compare size and count objects during their play experiences.
- Staff use various ways to involve parents effectively in their children's learning. Parents value the good-quality care their children receive.
- Children are happy and confident and show that they feel secure in the environment and in the staff's care. For instance, they talk confidently about their own experiences to staff and their friends. All children make good progress in their learning and development from their individual starting points.
- Staff constantly praise children for their success and achievements. They have strong relationships with children and are very sensitive and responsive to their needs.
- Although the manager monitors individual children's progress well, this is not as effective to track different groups of children, to identify trends and close any gaps in learning promptly.
- Staff do not consistently work with all other settings that children attend to share information and ensure continuity in children's care, learning and development.

What the setting needs to do to improve further

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

- strengthen the monitoring of groups of children's progress, to identify gaps in areas of learning and development more precisely
- continue to further explore ways of working with other providers to improve the consistency in the children's learning.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The managers accurately evaluate the provision. They include the views of parents and children to help identify areas for further improvement. For example, they have successfully increased the outdoor play opportunities to enhance children's understanding of risks and physical strength. The manager continually improves the quality of staff practice, for example by organising relevant training and individual support to raise standards in teaching. For instance, staff attended training to help enhance children's communication and language skills. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have concerns about a child's welfare. The manager continually monitors staff suitability effectively.

Quality of teaching, learning and assessment is good

Staff assess individual children's progress in their development well and plan for their next steps in learning effectively. They include information from parents about children's interests and skilfully use a wide range of resources to engage children at all times during the day. For instance, children use a range of tools and materials to enthusiastically explore their creativity. Staff effectively challenge the children to use their thinking skills and consider, for example, the characteristics included in the butterflies the children created. Staff give clear explanations to enhance children's learning. For instance, they explain the life cycle of a butterfly and process of making a cocoon. Staff effectively enhance children's understanding and speaking skills. For example, they emphasise key words during their discussions, such as 'caterpillar', 'cocoon' and 'butterfly'.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff provide a welcoming environment which is organised well to enable children to follow their interests and lead their own play. Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving their own snack and have a good understanding of how to follow effective hygiene routines independently. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which includes positive cultural images and role-play resources. Children develop the skills needed for their future learning and move to school. For example, they play and explore cooperatively together. Children use their imagination well, confidently share views and negotiate their play ideas.

Setting details

Unique reference number	127777
Local authority	Kent
Inspection number	10063747
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	46
Name of registered person	Willow Rise Pre-School Committee
Registered person unique reference number	RP519606
Date of previous inspection	2 October 2015
Telephone number	07857835063

Willow Rise Pre-School opened in 1990. It operates from the large community hall in Downswood, near Maidstone, Kent. The pre-school opens five days a week during term time only, on Tuesday, Thursday and Friday from 9.15am until 12.15pm, and on Monday and Wednesday from 9.15am until 1pm. The pre-school employs six staff, all of whom hold appropriate early years qualifications. The setting receives funding for two-, three- and four-year-old children.

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