

# The Willows Daycare Limited



The Willows Children's Centre, Magdalene Close, Ipswich, Suffolk IP2 9UX

<b>Inspection date</b>	23 August 2019
Previous inspection date	3 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The team responsible for leading the management of the nursery works extremely effectively together. They have worked exceptionally hard to develop an ethos where all children, parents and staff feel welcome, invited, happy and confident to learn. They draw on each other's individual strengths and key skills to lead, maintain and drive forward exceptionally high standards in the nursery.
- The management team is conscientious when implementing new ideas, ethos and practice to ensure that practitioners have an active voice in developing the new changes with them. Practitioners are provided with numerous opportunities to reflect, which enable them to meaningfully critique and review the provision. This ensures consistency, which has an extremely positive impact across the outstanding nursery.
- Practitioners provide children with new life experiences that enhance their knowledge, awe and wonder of the world. For example, together they visit the local theatre and introduce children to their first stage performance. The impact on children is so great that they excitedly recall the event many weeks after it has taken place.
- The learning environment is extremely well thought out and resourced. Children have the freedom to explore and use the resources however they chose. Children use their superb fine-motor control to explore cutting up real foods in the home corner with the tools provided. They observe the differences in using a knife and a comb to cut and how it creates a serrated edge.
- The management team is very proficient in monitoring the progress children make in the nursery, particularly for those in need of additional support. Children's progress is accurately tracked from their initial starting points and this information is successfully used to swiftly close any gaps in attainment.

## What the setting needs to do to improve further

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

- build on the already very successful strategies for engaging parents in their children's learning at home, to help them feel fully involved in their role as their children's first educators.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

### Inspector

Amy Quinton

## Inspection findings

### Effectiveness of leadership and management is outstanding

The management team skilfully leads staff to deliver exceptionally high-quality provision for children. They are enthusiastic and provide excellent role models to their staff. They are heavily involved in the day-to-day running of the nursery. This, alongside successful systems for peer monitoring and supervision meetings, ensures that practice is excellent. Partnerships with parents are superb and practitioners encourage them to support their child's learning at home. For example, they take on reading challenges and activities to do at home with their children. The provider intends to build on these already successful strategies to maintain the excellent shared approach to children's learning. Safeguarding is effective. Practitioners have a strong understanding of what to do should they have concerns about a child in their care. They understand their duty to record and refer to the appropriate agencies without delay.

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

Practitioners are thoroughly adept in planning a range of varied, stimulating and imaginative experiences for children. For example, in the role-play area, children use pestle and mortars to grind water, mud, corks and herbs to make 'coffee' or 'dragon's potions'. They use self-dispensing containers to serve their creations to their friends. Mathematics is skilfully interwoven into all of the activities that children can experience. They use price lists, money and tills to request the right amounts and change in coffee-shop role play. They explore weight, quantity and volume, competently using weighing scales. Children can recognise numerals and make their own attempts to recreate them. When painting with cotton buds, they express their creativity to make a dot effect pattern and tell others, 'I'm doing numbers one, two, four'.

### Personal development, behaviour and welfare are outstanding

The environment has been superbly well organised to replicate a home-from-home environment. Young children cuddle up to practitioners on the cosy sofas provided as they share stories and songs together. Displays are effective and ensure that the focus is on the children's work that is displayed or the information on it. As a result, the environment is very calm and inviting and behaviour is exemplary. Children are very independent and access the environment readily. The management team and practitioners have a genuine care and responsibility for nurturing the children. They readily cuddle and show affection to children, which boosts their self-esteem and resilience. Children can demonstrate an excellent understanding of how the different foods help to give their bodies energy and help them grow. They discuss how the protein in chicken makes them strong and practitioners reinforce this, saying 'it helps build up your muscles'.

### Outcomes for children are outstanding

Children are confident communicators and spontaneously put on their own 'show'. They turn the crates provided into a stage and take turns to sing on the stage. Children make steadfast, and in some cases accelerated progress, developing the key skills needed to support their future learning.

## Setting details

<b>Unique reference number</b>	EY337463
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113027
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	The Willows Daycare Ltd
<b>Registered person unique reference number</b>	RP902338
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	01473601327

The Willows Daycare Limited registered in 2007. The nursery employs 21 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including two practitioners with early years professional status. The nursery opens from Monday to Friday for 49 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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