

Inspection of Willowfield Pre-School Limited

Steepleview Community Hall, Laindon, BASILDON, Essex SS15 4EQ

Inspection date: 18 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have formed close bonds with staff. Staff know children very well. They are kind and caring and this encourages children to feel safe and secure. Children thoroughly enjoy having a story read to them in the garden. They cuddle teddy bears and snuggle under warm rugs. Staff introduce children to an interesting plot and check their understanding. They listen intently to the story and eagerly answer questions.

Children learn about themselves and what makes them unique in many different ways throughout the day. For example, they look into a mirror and describe their hair and eyes and then draw them. They enjoy a giggle and a joke with staff as they pretend to have moustaches during a craft activity. Children paint pictures of themselves in the garden outside.

The youngest children excitedly learn all about instruments. They play them very loudly and then softly. Staff provide children with a wide range of interesting instruments and they enjoy exploring the texture and feel of them. They find it intriguing that some sound like horse's hooves and others like the rain. This promotes children's language development and confidence.

What does the early years setting do well and what does it need to do better?

- Settling-in procedures are effective and help children settle quickly and confidently. Managers arrange home visits and taster sessions for children. This helps staff to know children well when they start their first sessions. Staff provide children with reassurance and lots of praise. Children beam as they feel proud of their accomplishments.
- Staff track children's progress precisely. Any gaps in their learning are swiftly picked up and addressed. Staff provide groups of children with focused teaching to help them to succeed in their next steps of learning.
- Staff support children with special educational needs and/or disabilities effectively. Staff work together closely with outside agencies and specialists run sessions at the pre-school to support children's individual needs. Children make strong progress from their starting points.
- Children enjoy pretending to be rockets and whoosh into the air. They learn new words throughout the day. Staff provide children with interesting activities and stimulating resources that spark their imaginations. Sometimes, staff do not adapt activities so that children are able to access the best learning from it.
- Staff are highly motivated and committed. They receive regular supervision that gives them feedback and encourages them to succeed. Managers inspire staff to learn new skills and support them in their career progression. Managers delegate many of the supervisory roles to staff. This allows staff to gain further

knowledge and promotes their levels of expertise.

- Partnerships with parents are excellent. Parents comment that staff are brilliant and are delighted with the support and care that they and their children receive. Parents are happy with the progress that their children make and the opportunities their children have to learn about the world around them.
- Children are very well behaved and form firm friendships with one another. Staff reinforce positive behaviour. This helps children to understand that they need to take turns and share.
- Children enjoy eating their lunch alongside staff. They have animated conversations. Skilled staff ensure that all children join in the discussions. Sometimes, staff do not adapt activities to enable children to be independent and they sometimes do things for children that they can do for themselves.
- Children have many opportunities to develop their physical skills out in the garden. They take regular trips to the nearby park. Children thoroughly enjoy balancing along beams, and whizzing around on bikes and scooters. They are learning to be coordinated and to move fast.
- Managers strive to constantly look at ways to improve their practice. They are proactive in implementing changes that help children to make the best possible progress. Through successful fundraising initiatives, managers work hard to enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of their role in identifying and addressing any concerns relating to safeguarding or wider child protection issues. They attend ongoing training to keep up to date. The manager follows thorough recruitment procedures. She makes sure that new staff are suitable and have the skills to work competently with children.

What does the setting need to do to improve?

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

- explore ways to adapt activities further so that children have opportunities to extend their learning
- examine practice to seek ways to give children even more opportunities to be independent and do things for themselves.

Setting details

Unique reference number	EY439639
Local authority	Essex
Inspection number	10063031
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 to 4
Total number of places	36
Number of children on roll	56
Name of registered person	Willowfield Pre-School Limited
Registered person unique reference number	RP905550
Telephone number	07891036905
Date of previous inspection	15 October 2015

Information about this early years setting

Willowfield Pre-School Limited registered in 2011. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and 3, including one with an early years degree. The pre-school opens from 9am until midday each morning and from midday to 3.10pm on Monday, Tuesday and Thursday, and from midday to 2pm on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector had a walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and took into account their views.
- A meeting was held between the inspector and the manager.
- The inspector looked at a sample of the relevant documents. She checked evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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