

# Inspection of Willow Pre-School

St Paul's Church Hall, Boundary Road, West Bridgford, Nottingham NG2 7DB

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 build up very emotionally secure relationships with the caring, thoughtful and experienced staff. Parents are highly complimentary about the pre-school, and their comments include, 'I am convinced that the happiness of the children is strongly linked to the staff team that work here.' Uniquely, all staff have worked at the pre-school for many years. As such, their knowledge has developed and grown over time to create a traditional and forward-thinking pre-school where children thrive and flourish. Children of all ages behave well and play harmoniously together. They learn to share, take turns and be kind to one another.

When they arrive, children are happy and settle quickly. They immediately seek out their friends to share play experiences with. Children demonstrate they feel safe as they fully relish the opportunity to explore the large indoor space. The staff are clearly thrilled to see the children as they arrive, and they greet them and their parents by their names. Children show progress in their learning and development every day. Staff have high expectations of children, and they share children's successes with visitors as they see them happen. Furthermore, staff proudly tell visitors of the good progress children with special educational needs and/or disabilities (SEND) have made since attending the pre-school. Staff speak clearly to support children who speak English as an additional language. As a result, these children begin to speak confidently in English.

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

- The two senior managers are highly qualified and knowledgeable. They are good role models for the staff and support them well. Managers carry out supervision meetings with staff to ensure that they fulfil their job role and responsibilities. They work alongside the staff, observe their practice and share ideas in staff meetings about how teaching can be improved.
- Staff thoughtfully plan an attractive and well-organised environment. The resources available instantly spark children's curiosity and desire to explore further. For example, children thoroughly enjoy making rats with dough as they learn about Chinese New Year. They become immersed in imaginative play in the pretend Chinese restaurant. They learn how to use chopsticks and look at words on the menu cards.
- Staff know children and successfully capture their interests and individual next steps. For example, when children find a feather and express an interest in birds, staff support them to make fat balls to feed the birds. Staff help children to learn about the lives of their peers within the pre-school. For example, children bring in items from home to talk about celebrations surrounding Chinese New Year. This contributes to providing a broad curriculum. However, the management team has recognised that there are fewer opportunities for

children to learn about people and communities beyond the pre-school.

- Staff make sure that children have daily exercise and fresh air. Children run freely and explore the equipment, such as hoops, balls and ride-on cars. Staff gently and patiently support children to share the resources. These outdoor experiences complement those opportunities children may or may not receive at home.
- Staff provide good narratives during children's play. They talk to children about what they are doing, use descriptive language and repeat key words to reinforce children's understanding. This helps to promote children's developing communication and language skills.
- Staff willingly snuggle up with children to read a book. Children select a book, and the staff ask questions and encourage them to talk about what they see. Staff read the story in an animated way. This helps children to listen intently. Children demonstrate an early interest in literacy and enjoy books in the pre-school.
- Staff use routine activities to introduce children to counting. For instance, children are encouraged to join in with counting children's names at register time. This contributes to their mathematical skills. However, very occasionally, staff miss opportunities to challenge and extend children beyond what they already know and can do.
- Staff support children with SEND well. They work closely with other professionals to plan programmes that help children achieve key skills for their future learning. Furthermore, additional funding is thoughtfully spent to help children make good progress. For instance, the managers have sourced sports teachers from beyond the pre-school to come in and support children in developing their physical skills.
- Staff have developed good relationships with parents. Information boards in the entrance show parents what their children will be learning that week. This gives parents ideas to continue learning at home. Parents and carers express how happy they are with their children's care. They comment, 'it feels like you are bringing them to a family'.

## Safeguarding

The arrangements for safeguarding are effective.

The managers have a superb understanding of how to safeguard children. They place children's welfare at the heart of their practice. Equally, staff know how to recognise signs that children may be suffering abuse and/or neglect and they know how to report their concerns. Staff are aware of whistle-blowing procedures and understand their responsibility to report concerns regarding staff practice. The premises are very secure and staff supervise children well, which helps to minimise any potential risks. Ongoing checks on staff mean that managers can make sure that staff remain suitable to care for children.

## What does the setting need to do to improve?

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

- support staff to further develop their already good teaching skills so that they maximise opportunities to extend and challenge children in their learning
- provide more opportunities for children to learn about the local society, people and community.

## Setting details

<b>Unique reference number</b>	EY434993
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10074936
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Willow Pre-School (West Bridgford) C.I.C
<b>Registered person unique reference number</b>	RP531025
<b>Telephone number</b>	07565 000 717
<b>Date of previous inspection</b>	8 February 2016

## Information about this early years setting

Willow Pre-School registered in 2011 and is in West Bridgford, Nottingham. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to midday on Monday, and from 9am to 4pm from Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. Both managers hold early years professional status.

## Information about this inspection

**Inspector**  
Sharon Alleary

## Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with the managers and staff.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector looked at written testimonials and spoke to several parents during the inspection and took account of their views.

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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