

Inspection of Willowdene Nursery School

42 Reading Road, Chineham, BASINGSTOKE, Hampshire RG24 8LT

Inspection date: 13 May 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are settled and happy at the nursery. They form positive relationships with their key persons and other staff. In particular, babies develop warm, caring bonds with the staff looking after them and with each other. For example, older babies know the other children's names and show that they are pleased to see their friends. Children take part in fun activities, where they explore and experiment and become engaged in their learning. For example, babies tipped and poured pasta into different containers. Older children became fascinated with collecting raindrops using different sized containers. They used a good range of mathematical language as they collected the raindrops. Children build on their own play such as toddlers who dug in the soil and then brought a familiar book to staff to read to them about 'squelching' through the mud. Children develop their independence well. They learn to manage their care needs such as using tissues and older children use the toilet and wash their hands by themselves. Children develop good confidence, including being able to manage risks, such as when balancing on the crates outside. Children learn to make their own choices. For example, toddlers use 'song spoons' to sing a variety of nursery rhymes.

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

- Children develop the skills and knowledge they need for the future. The curriculum is planned to help children move forward in their development in appropriate stages. For example, staff teach babies new words and encourage them to repeat these and toddlers are encouraged to put words together to make sentences. The older children show great confidence in speaking in front of a group, such as about the activities they have taken part in.
- Staff show they understand the curriculum well. They know what they want children to learn and be able to do as they move through the different rooms. Children's key persons know and understand where children are in their development and identify how to support them to make further progress. Where children may be making less than expected progress, staff take appropriate steps to link with parents and outside professionals to help children to catch up.
- Children mostly behave well. Staff encourage children to use good manners and to be kind to their friends. Staff give children plenty of warm praise and encouragement for their efforts and achievements. This helps children feel self-assured. Children are shown respect by staff. For example, when toddlers are engaged in activities they are not disturbed for routine care needs, such as nappy changes. At times, some children do not receive consistent support to help them manage their feelings and develop better relationships with other children. Although, staff have some good agreed strategies, these are sometimes not used effectively.
- Staff support each other to develop good practice, such as through observing

each other and giving feedback. This helps staff to reflect on their practice and teaching and identify improvements. Sometimes, staff do not communicate effectively with each other. This leads to times when there is some disorganisation which, on occasion, affects children's individual needs being fully met.

- Leaders have reflected well on the quality of the provision since the last inspection. They have, despite the challenges of the pandemic, helped staff to develop their knowledge and understanding well. This includes through training days, staff supervision meetings and team meetings. This has helped to ensure new practices and staff's understanding is secure. Leaders support staff's well-being effectively. For example, through sharing positive feedback from parents and also having a staff member responsible for supporting their well-being.
- There are good partnerships and communication with parents. This promotes the sharing of information about children between parents and staff effectively. During the time of the nursery closure due to the pandemic, parents received regular information, including by email and telephone calls. Staff share ongoing information about children's care and learning at the nursery such as through an online system and discussions.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads, and staff, know their safeguarding roles and responsibilities well. They know how to identify if children or adults are at possible risk of harm and the steps to take to manage any concerns that may arise. This includes recording information, seeking advice and guidance and making referrals to external agencies. Leaders follow secure recruitment procedures to check new staff's suitability. They regularly review that staff remain suitable to work with children. Staff help children consider their own safety, including through reminders and explanations, such as to walk indoors.

What does the setting need to do to improve?

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

- build on the staff team work to ensure all children's individual needs are consistently identified and met
- support staff to implement the expected behaviour management strategies, to help children learn to manage their own feelings, and continue developing good relationships with other children.

Setting details

Unique reference number	507837
Local authority	Hampshire
Inspection number	10136027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	45
Number of children on roll	55
Name of registered person	Hargraves, Marilyn
Registered person unique reference number	RP902579
Telephone number	01256 324191
Date of previous inspection	10 December 2019

Information about this early years setting

Willowdene Nursery School registered in 1990. It is located in the Chineham area of Basingstoke, Hampshire. The nursery is open each weekday from 8am to 5pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged three, and four years. The nursery employs 13 members of staff. Of these, 12 staff hold early years qualifications at level 2 and above, including one staff member with qualified teacher status.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The owner took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The owner and the inspector observed and evaluated an activity together.
- The inspector gained some parents' views by telephone.
- Children talked to the inspector about their interests and activities.

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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