

Inspection of Willow Tree Little Kindergarten

Avanti Gardens School, College Road, Bristol, City Of Bristol BS16 2JP

Inspection date: 27 September 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptionally warm and welcoming setting. They arrive excited, happy and eager to start the day. Practitioners greet them enthusiastically and are genuinely pleased to see them. Children quickly become engaged in looking at books and reading stories, while other children arrive. Practitioners have high expectations of children and encourage them to be as independent as possible. For instance, children change their shoes, hang up their belongings and settle into activities quickly.

Since the COVID-19 (coronavirus) pandemic, parents no longer enter the setting. They happily leave their children at the door in the care of high-quality staff. The kindergarten is extremely calm. Practitioners are attentive and responsive to children's needs. Children respond exceptionally well, and their behaviour is exemplary. Practitioners know the children extremely well and plan exciting activities that engage all children. They notice when a child needs more support or challenge, and quickly provide what they need to ensure all children reach their full potential.

Children enjoy engaging in practical activities and are highly motivated to join in. They enthusiastically cut up fruit they have brought in to share at snack time. Adults and children enjoy mealtimes together, creating a lovely, homely atmosphere. Practitioners are excellent role models.

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

- A highly effective management team lead a team of ambitious and motivated practitioners. Leaders focus on providing high quality care and education for all children. Practitioners attend frequent training to ensure they keep their knowledge up to date. Regular self-evaluation enables the team to see what is going well and where changes can be made to make the setting even better.
- Children have excellent opportunities to learn about the world around them. For example, they hear stories about different cultures, read superbly by imaginative practitioners. Staff use puppets and other props, fully involving the children, to keep them interested and engaged. Children enjoy an excellent range of books. These show different families, countries and genders and practitioners use these skilfully to help children develop an excellent understanding of what makes them unique.
- Children are deeply engaged in their play. They make excellent progress in this incredibly nurturing environment. A wide range of exciting, stimulating and inviting resources enables children to follow their own ideas in their play, supported by attentive adults. For example, children use wooden frames and fabric to create different spaces, such as a playhouse or farm. Children's

imagination is supported extremely well.

- Imaginative practitioners bring children's learning to life. They skilfully support children's understanding of the world and help expand their vocabulary. For example, practitioners examine a large sunflower with the children. They explore the different parts of the flower and talk about the sunflower seeds introducing new word such as seeds, petal and stem. Children then learn more about sunflowers as they retrieve information from reference books and discuss how they will be having sunflower seeds at snack time.
- Practitioners challenge children's mathematical skills superbly, including in everyday routines. For example, children count the number of people in the room and work out if there are enough chairs for everyone and whether they need 'more' or 'less'. Children have high levels of self-esteem and smile proudly as practitioners give them lots of praise.
- The kindergarten has excellent links with outside agencies, schools and other early years settings. They work exceptionally well together, effectively supporting children in their development. For instance, where children require extra support, practitioners work closely with parents and relevant agencies to develop excellent strategies which support children to make progress.
- Partnership with parents is exemplary. Parents say the staff team are 'outstanding' and that communication is 'excellent'. They praise how well practitioners know their children. They also comment how newsletters, frequent meetings, home visits and discussions at collection time keep them well informed about how their child is doing and what is happening at the nursery.
- Transition times are calm. Practitioners use singing and music to inform children of changes in the routine. For example, when it is 'tidy up time' or when a new activity is starting.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority. The leadership team and practitioners are extremely knowledgeable around all aspects of safeguarding. They regularly attend child protection training to ensure they are up to date with current practice. They have excellent systems in place to record any concern they may have about children and they know who to contact if necessary. Practitioners complete frequent fire safety drills with the children. They ensure these take place on different days so that all children learn what to do in the event of a fire. All staff are thoroughly vetted to ensure they are, and continue to be, suitable to work with children.

Setting details

Unique reference number	EY551362
Local authority	Bristol City of
Inspection number	10133801
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	18
Number of children on roll	25
Name of registered person	Willow Tree Steiner School Ltd
Registered person unique reference number	RP529435
Telephone number	07955588903
Date of previous inspection	Not applicable

Information about this early years setting

Willow Tree Little Kindergarten registered in 2017. It uses the Steiner approach to education. The setting is open term time only, from 8.30am to 12.30pm on Monday and Friday, and 8.30am to 3.30pm on Tuesday, Wednesday and Thursday. It receives funding for the provision of free early years education for children aged two, three and four years old. The setting employs five staff members to work with children, of whom four staff are qualified at level 3 or above.

Information about this inspection

Inspector

Joanne Neenan

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 provider and has taken that into account in her evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector and proudly showed her their work.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, both indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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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