

# Inspection of The Willows Nursery School Ltd

232 Hall Street, Warrington, Cheshire WA1 2BW

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Inspection date: 29 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children and their families are afforded a warm welcome on arriving at this friendly and inclusive nursery. Children are greeted and quickly become engaged in a wide range of activities and opportunities based upon their interests. They eagerly share their experiences with staff and welcome them into their play. Children are developing firm attachments to the relatively new staff team. Staff gather detailed information about children when they first begin to attend. They use this information well to help children to settle and to build their confidence and sense of belonging.

Managers and staff recognise the impact that the COVID-19 pandemic has had upon children's learning and development. As a result, they give high priority to children's personal, social and emotional development and communication skills within the curriculum offered.

Children are very well behaved. They respond well to gentle reminders about their behaviour from staff and play harmoniously together. Toddlers learn to share toys and negotiate as they play with toy cars and building blocks. Older children recognise when to wait and take turns when playing group games. Children respond well to the abundance of praise and reassurance afforded to them by staff.

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

- Leaders and managers are determined in their drive to offer early years provision of the highest quality. A recent detailed review of the ways in which staff ensure that children's routines, particularly those around mealtimes, are adhered to has been undertaken. This helps to ensure that children's care needs are consistently met.
- Overall, staff extend children's learning well. They have a good understanding of what children need to learn next. Staff talk to children and introduce new words during conversations to extend their growing vocabularies. For example, when talking with older children, staff introduce words, such as 'ferocious', when describing the wind outside. However, new and less-experienced staff do not consistently ask questions that help children to develop their critical thinking skills and extend their learning further.
- Children enjoy participating in storytelling. Younger children eagerly point to the pictures in their favourite books. Older children talk about what they think will happen next in a story. Children are confident, willingly engage with visitors and share their imaginative ideas. For example, they talk about their favourite dinosaurs and how they share similarities and differences. Children learn to recognise their own names and staff encourage them to sound letters out as they play. Toddlers enjoy making marks and develop a love for practising their

early writing skills, while babies delight in exploring shredded paper, tossing it in the air as they develop strength in their arm muscles.

- Throughout the coronavirus pandemic, managers have recruited a number of staff who are new to the team. The rigorous recruitment and induction of new staff is ongoing. Established staff feel well supported in their role, due to the supervision and training opportunities offered by managers. However, opportunities for newer and less-experienced staff to observe and learn from their more experienced colleagues are in their infancy. This has yet to be embedded fully in order to raise the quality of teaching to the highest level.
- Staff work well with other professionals to provide appropriate support and continuity in learning for children with special educational needs and/or disabilities. They carefully monitor the progress of individual children and respond swiftly should they identify any emerging gaps in a child's learning and development. This helps to ensure that all children, including those who are in receipt of additional funding, make good progress in preparation for the next steps in their learning and development.
- Partnerships with parents are a strength of the nursery. Staff work hard to ensure that communication with parents has not been affected during the pandemic. Parents speak very highly of the staff and the nursery managers. They discuss how staff care deeply for their children and also offer parents support should they need it. One parent describes the nursery as a 'big, happy family'.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of how to keep children safe. They know the procedures to follow should they have concerns about children or a member of staff. Staff attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Recruitment procedures are robust to ensure all staff working at the nursery are suitable. The premises are safe and secure. Staff complete daily checks in the nursery to ensure there are no hazards.

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

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

- support new and less-experienced staff to consistently ask questions that encourage children to think and share their ideas and understanding to fully challenge children in their learning
- provide greater opportunities for more experienced staff to share their knowledge and expertise with newer staff to help them to raise the quality of

teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	2568458
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10209654
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	95
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	The Willows Nursery School Limited
<b>Registered person unique reference number</b>	2568457
<b>Telephone number</b>	01925 918388
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Willows Nursery School Ltd was registered in 2019 and is situated in Warrington. The nursery opens on Monday to Friday, from 7.30am to 6pm, all year round. The nursery employs 22 members of childcare staff. Of these, 18 hold relevant qualifications from levels 2 to 5. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Denise Farrington

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with a manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with a manager.
- The inspector held a meeting with the managers. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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