

Inspection of Willows Pre-School

The Pavillion, Colliers Wood Recreation Ground, Clarendon Road, LONDON SW19 2DU

Inspection date: 3 February 2022

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 arrive eager to start their day, often running straight in to join their friends, forgetting to say goodbye to their parents. Younger children enjoy showing off what they have been taught, for example how to put their coats on ready for the garden. They learn life skills during their play, such as pouring and filling different-sized containers. Younger children practise new skills, such as using chop sticks to pick up pieces of spaghetti and move them between bowls. This helps to promote children's small-muscle development and early literacy skills.

Older children learn about weather. They have blocks of ice to feel and explore. They use hammers to break up the ice. As they feel it, they compare pieces of ice and how they have made the big pieces smaller. Children also learn how the warmth of their hands starts to melt the ice. This helps children to learn about cause and effect. Older children thoroughly enjoy learning how to make Chinese fans. They skilfully learn how to cut out the shapes and stick them onto a lollipop stick to make their own versions of the fan. They beam with pride, showing off their finished items. Children are all fully aware of each other's dietary requirements at mealtimes. For example, older children are alert to the different colour bowls and where they are able to sit. This helps to keep children safe.

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

- At times, staff are not always alert to quieter children in larger group activities. For example, more confident children overshadow quieter children when being asked questions. This, at times, stops quieter children from sharing their answers and views.
- The new leadership team has a strong vision for the nursery. Staff are all aware of and put this into practice. Staff plan good quality activities that are based on children's individual needs, helping children to make good progress given their starting points in learning.
- Staff in the under-three room are highly conscious of children's home languages. They make good use of visual timetables and Makaton to help children to learn English. Staff also use their knowledge of children's individual needs successfully to aid children who have anxiety. This supports children to settle quickly to start their learning.
- Parents state that staff are knowledgeable about their children and provide high-quality teaching. Parents value the feedback which staff provide, especially the recent changes with the weekly emails showing the learning that their children are carrying out. They also feel that leaders listen and action the suggestions they make. This helps to provide good continuity of care and partnership working.
- Staff make good use of props, such as the piano, to tell stories to older children.

Children tell the story with staff and cuddle up together, anticipating the scary part coming up. They then giggle with excitement with the rest of the story. This helps children to learn about early literacy and storytelling.

- Staff teach children the importance of listening to others as they talk and share their views. Younger children learn the importance of using 'indoor' feet when moving around, and sharing snacks around. Older children help each other to set the table. Children are highly mindful of others and their needs, helping to develop children's personal and social development.
- Children of all ages learn to wait their turn and staff are all consistent in their approach to behaviour management. Children behave well.
- Staff are aware of the impact that the COVID-19 pandemic has had on children. They successfully plan activities to narrow the gaps in children's development that have occurred as a result. For example, staff make great use of soft-play items for younger children, to build confidence in jumping and developing their physical skills.
- The nominated individual carries out regular staff supervision sessions and assessments to review the quality of teaching. Recent training has helped staff to identify children's next steps in learning and successfully progress their learning and development.
- Staff state that they feel well supported. They feel able to share their suggestions and know that these will be actioned.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding. They know the actions to take if they have any concerns regarding children's well-being. Staff have worked with the new nominated individual to change around the nursery environment to improve safety for children. After recent training, staff can now clearly identify risks and how to reduce these to keep children safe. For example, items have been removed from the garden and unsafe areas have been blocked off.

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 identify quieter children and how to successfully include them more in larger group sessions.

Setting details

Unique reference number	EY431157
Local authority	Merton
Inspection number	10216581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	37
Name of registered person	Willows Pre-School Limited
Registered person unique reference number	RP528892
Telephone number	0208 5402388
Date of previous inspection	17 November 2016

Information about this early years setting

Willows Pre-School registered in 2011. The setting employs 13 members of childcare staff, including the manager. Of these, 11 staff hold relevant childcare qualifications. The setting opens for 51 weeks a year from 7.30am to 6pm, Monday to Friday. It provides early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the provider.
- The nominated individual, staff and children spoke with the inspector at appropriate times during the inspection.
- The inspector gathered the views of the parents.
- The inspector sampled documents, including safeguarding, action plans, risk assessments and children's records.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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