

# Inspection of The Willows Daycare Nursery

The Willows Daycare Nursery, Mereside, Soham, Cambridgeshire CB7 5EE

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Inspection date: 8 February 2022

<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 happily join in with a wide range of play-based activities in this spacious and inviting nursery. The experiences and activities that they enjoy are carefully organised by staff to support children's developmental progress. Children gain new knowledge and skills. For example, babies enjoy hearing staff say the names of animals and the sounds that they make. Older children learn more detailed information, such as why flamingos are pink.

All children become confident communicators during their time at the nursery. This is because the staff who care for them focus on developing their speaking and listening skills. Children behave well. They respond to requests from staff. For example, children take notice when a member of staff reminds them how to use sand safely. This helps to maintain their own and one another's safety. Children who speak English as an additional language grow in confidence. Their home languages are valued. For example, staff let them choose what language to say 'hello' in during their group song time. The close relationships that children have with the staff help them to feel safe and secure. Children's needs for rest, sleep and exercise are well met. The nursery provides a range of healthy meals that are appealing to children, while being nutritionally balanced.

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

- The provider, leaders and staff work together to achieve a high quality of care and education. They ensure that the nursery is safe and secure at all times. Staff robustly implement policies and procedures that are designed to keep children safe. This includes those relating to COVID-19.
- The whole team places a strong emphasis on helping children to acquire good communication skills. Staff ensure that children have daily opportunities to join in with stories and singing. They talk to children and introduce new words to them. This helps children to develop their vocabulary.
- Children become confident and engaged learners. Staff know them very well. When staff enter a room, they warmly greet children by name and have conversations with them. Children keenly chat to staff about their experiences. They are relaxed and show that they have a sense of belonging in the nursery.
- Partnerships with parents are positive and effective. Staff work hard to ensure that all parents are kept up to date with what their children are doing on a daily basis. The staff regularly seek information from parents about children's progress and interests at home. Staff guide parents on what they can do to help children learn at home.
- Staff observe and assess children to identify where they are in their learning and development. They promptly identify where children may need extra support to make good progress. Staff work closely with parents and other professionals to

identify and put in place support that helps children to catch up with their peers.

- Older children and toddlers enjoy playing in the outdoor areas. For example, they pretend to build a garage for vehicles with real bricks, dig in the sand and practise their balancing skills on the climbing equipment. Babies also have time outside every day. However, there is a narrower variety of opportunities for them to explore outdoors.
- Managers ensure that all staff have access to training that improves their knowledge and skills over time. Staff demonstrate that they use their new knowledge as they work with the children. Staff are well qualified. They communicate well together and ensure that the routines reflect the needs of the different ages and stages of children in their care. However, managers do not closely monitor the quality of staff's interactions with children, to evaluate how well they deliver the ambitious curriculum.
- Babies thrive on the close comfort and cuddles that staff give them. They babble and try out saying new words. Babies become aware of their peers and begin to interact with each other as they play. Staff encourage babies by showing delight when they practise their walking.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They complete training that helps them know how to recognise the possible indicators of abuse and/or neglect. Staff are aware of a wide range of safeguarding issues, including those relating to female genital mutilation. Those with overall responsibility for safeguarding ensure that they monitor children's well-being and attendance. They share relevant information with other agencies, when appropriate, to work together to protect children from harm.

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

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

- develop further the planning of opportunities and activities for babies who may prefer to learn outdoors
- monitor and evaluate staff practice more closely, giving them constructive feedback that helps them to know how to further improve their interactions with children.

## Setting details

<b>Unique reference number</b>	221551
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062079
<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 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Seal, David George
<b>Registered person unique reference number</b>	RP903215
<b>Telephone number</b>	01353 624821
<b>Date of previous inspection</b>	21 January 2016

## Information about this early years setting

The Willows Daycare Nursery registered in 1993. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2, 3 and 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## 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 observed the quality of interactions between staff and children and evaluated the impact that these had on children's learning and development.
- The inspector carried out a learning walk with the manager and discussed the curriculum that they offer children.
- The inspector looked at evidence of the suitability of staff members. First-aid training certificates were viewed.
- The inspector held joint discussions with the manager and provider.
- The inspector spoke with staff and children at appropriate times during the inspection. The inspector evaluated the experiences of children.

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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