

# Inspection of Willows Pre-School

28 Wilton Grove, Wimbledon, London SW19 3QX

---

Inspection date: 23 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

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

### **The provision is good**

Children are happy, safe and settle in quickly at pre-school. They form positive relationships with their key person and other staff. Children develop positive attitudes to learning and the skilled staff have high expectations of them. Children take part in a range of interesting activities. For instance, the youngest children enjoy making caterpillars out of play dough and older children learn how to use knives to cut their fruit.

Children benefit from parental involvement at the setting. For example, parents visit pre-school to talk about their cultures and traditions and encourage children to join in art and craft activities. Children show a good level of independence, including during mealtimes.

Children are physically active, including outdoors. For example, they play with balls, enjoy digging and make muddy pies. Children benefit from a healthy and nutritious diet throughout the day and naturally learn about the importance of how to lead a healthy lifestyle. They enjoy a range of trips to the local community and forest school. Children show a kind and caring approach towards their friends. They are respectful of each other's differences. Children learn skills that prepare them for life in modern Britain.

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

- The provider and the manager have worked hard since the last inspection to improve the overall quality of the setting. For example, they carry out robust staff supervisions and provide staff with a range of professional development opportunities to enhance their quality of teaching. Children benefit from a well-planned curriculum across all areas of learning.
- Staff know children well and help them develop. They carefully observe and assess children's progress and plan meaningful learning experiences tailored to their individual needs and interests. Staff adapt activities for individual children to help them learn in the best possible environment. This includes the use of a smaller sensory room with a small group of children. All children, including those with special educational needs and/or disabilities and those who learn English as an additional language, make good progress to the next stage in learning.
- The management team engages better with parents since the last inspection. Staff listen to parental views and ensure they involve them in their children's learning as much as possible. This helps to provide greater continuity in children's care and learning.
- Staff provide a wealth of opportunities for children to express their feelings. For example, during circle time, staff ask children how they feel and discuss what makes them feel that way. In addition, if children display unacceptable

behaviour, staff talk to them at their level and explain what is expected of them.

- Staff read books to children and encourage their participation at story times. For instance, they encourage children to comment on the stories and discuss about what happens next. Children recall stories with confidence and develop a love for books. This enhances their literacy skills and helps them become confident communicators.
- Staff support children's understanding of the world. For example, when children curiously observe how the weather changes during the storm, staff prepare experiments that help strengthen children's understanding further.
- Children enjoy experiments. For example, they observe with amazement how blue-coloured ice cubes melt in the warm red-coloured water. However, staff sometimes rush children to finish off as they want the next group of children to join the activity. There are some other times during the day, such as change of routines and morning free-play when the environment becomes noisy. This means children are sometimes disrupted, rushed and do not make the most of their learning and exploration.
- Staff use some supporting tools, including Makaton and 'now and next' cards to enhance children's understanding. Staff gather some key words in children's home language from parents when children first join. Staff also speak a range of languages. However, not all staff use the opportunities as they arise to allow children to hear their home language in their play.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff ensure that children's safety and well-being are consistently supported. Leaders and managers regularly review staff's ongoing suitability to work with children. Staff undertake regular risk assessments to help keep children safe. They improve hygiene practices and teach children about good hygiene routines. For example, they all wash their hands after wiping their nose to prevent the spread of infections, including COVID-19. Staff know how to identify signs and symptoms of abuse and are fully confident with reporting procedures. This helps to protect children from harm and neglect.

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

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

- build on current opportunities for children to hear their home language in their play
- review and improve the organisation of routines to provide better clarity for children, minimise impact on noise levels, avoid distraction and enhance children's learning experiences.

## Setting details

<b>Unique reference number</b>	EY391694
<b>Local authority</b>	Merton
<b>Inspection number</b>	10210134
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Willows Pre-School Limited
<b>Registered person unique reference number</b>	RP528892
<b>Telephone number</b>	020 8540 2388
<b>Date of previous inspection</b>	16 September 2021

## Information about this early years setting

Willows Pre-School registered in 2009. It is situated in Wimbledon in the London Borough of Merton. The pre-school serves the local community and is open Monday to Friday, from 7.30am to 6pm for 50 weeks of the year. The pre-school receives funding for early education for children aged two, three and four years. There are nine staff working with children; of these, six hold appropriate childcare qualifications.

## Information about this inspection

### Inspector

Katarina Hustava

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed the learning walk together.
- The inspector and the manager jointly observed and evaluated an activity.
- Parents spoke to the inspector and shared their views about the setting.
- The inspector held a meeting with the provider and the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector reviewed some documents relevant to the inspection process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022