

# Inspection of Willows Pre-School

1 St. Peters Road, LONDON W6 9BA

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Inspection date:

14 September 2021 - 7 October 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children are happy in this welcoming and inclusive environment. They arrive eager and keen to join their friends in their play. Staff are caring and respond well to children's individual needs. This helps children to settle and become familiar with nursery routines. Children know the nursery's 'golden rules' which encourage their positive behaviour. They play well together, successfully sharing and taking turns.

The curriculum is rich and provides ample opportunities for children to follow their interests. Staff plan effectively to ensure that the curriculum enthuses children and captures their attention. Activities are well matched so that everyone, including children with special educational needs and/or disabilities and those learning English as an additional language, can take part in learning. As a result, children are confident. They develop the key skills they need to prepare them for their future learning, including their move on to school.

Staff promote children's health and well-being effectively. For example, staff teach children about good hygiene, administer medication safely and follow stringent cleaning routines. They provide children with healthy meals and snacks. Children have frequent opportunities to run, play and climb in the outdoor area. They develop good physical skills as they draw and make marks during creative activities.

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

- The provider has a poor knowledge of the statutory requirements and their responsibilities in ensuring that they are met. However, the appointed manager shows a firm commitment to providing high-quality care and education for children. The manager works alongside their well-qualified team daily. This ensures that they can monitor children's progress and the quality of the curriculum effectively.
- The manager has regular supervision meetings with staff. They have effective induction procedures in place to ensure that staff fully understand their roles and responsibilities. The manager supports staff's professional development well. They use frequent observations of staff's practice to highlight any training needs. For example, staff recently attended a course on oral health. Staff's effective planning and assessment have a positive impact on children's overall learning and development.
- Inclusive practice at the nursery is a high priority. Staff help children to understand and respect different cultures. They provide a stimulating range of learning experiences and regularly teach children about festivals from different countries and religions. External visitors to the nursery further extend children's learning about the wider world.

- Staff are generally skilled in helping children to progress well in their communication and language. However, occasionally, during group activities, some of the most able children are not engaged in meaningful, thoughtful conversation as much as they could be. Despite this, children talk keenly about their favourite books and take every opportunity to choose a story to read with staff. They happily join in, repeat words, recount their experiences and anticipate what will happen next.
- Staff use music and songs to enhance children's vocabulary, to help them learn through repetition and rhyme. For example, babies listen attentively and join in with action songs. Older children make 'silly soup' as they link the letters of the alphabet with the sounds they represent.
- Overall, children have ample opportunities to be independent throughout the day. However, occasionally, during mealtimes, staff do not use opportunities for younger children to do things for themselves to develop their independence and self-care skills.
- The manager and staff have very positive relationships with parents. Parents speak highly of the staff. They comment that staff's pastoral care is excellent. The appointed parent governor works closely with the manager to ensure that parents receive regular support and guidance. This helps to keep parents fully informed. Parents are fully involved in their children's learning. They receive regular updates about their children's development.
- Staff liaise with external agencies to ensure that children get the support they need. Links with other providers are effective when children transfer from one setting to another. As a result, children's social, emotional and educational needs are well supported.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are vigilant about the protection of children, which is supported by ongoing training. This ensures that staff have a secure understanding of the indicators of abuse or neglect. The manager works collaboratively with partner agencies to further safeguard children's welfare. Robust recruitment and vetting procedures are in place. These ensure that staff are suitable and have the relevant knowledge, skills and experience to work with children. Staff are well deployed. They supervise children well and adult-to-child ratios are well maintained. The manager uses risk assessments effectively to ensure that children's safety remains a high priority.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that individuals with leadership roles in the organisation have a clear understanding of their roles and responsibilities, including compliance with statutory requirements.	09/11/2021
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**To further improve the quality of the early years provision, the provider should:**

- explore all opportunities to build on children's existing communication and language during group activities
- consider further ways to help younger children develop high levels of personal independence, particularly during mealtimes.

## Setting details

<b>Unique reference number</b>	EY549165
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10207146
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	50
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Willows Pre-School Limited
<b>Registered person unique reference number</b>	RP528892
<b>Telephone number</b>	02087411424
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Willows Pre-School registered in 2017. It operates all year round from 7.30am to 6pm, Monday to Friday. The nursery receives early years education funding for three- and four-year-old children. There are 10 members of staff, all of whom hold relevant qualifications.

## Information about this inspection

### Inspectors

Christine Davies

Nataliia Moroz

## 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 her evaluation of the setting.
- A joint observation of an activity was conducted by the manager and the inspector.
- The inspector spoke to the staff about their roles and responsibilities.
- The inspector completed a learning walk with the manager and discussed the curriculum for all children.
- A range of documents were viewed by the inspector, including safeguarding policies and procedures, and paediatric first-aid qualifications.
- The inspector took account of the views of parents.
- The nursery's owner met with inspectors to discuss his knowledge and understanding of the requirements.

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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