

Inspection of Under the Willow Nursery

Under the Willow Nursery, 198a Croxted Road, LONDON SE21 8NW

Inspection date: 6 January 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	GoodGood
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. They show very secure attachments with staff and their peers. Children benefit from well-resourced play areas, inside and outdoors. They attend forest school sessions to learn about the natural world and personal safety. Children are eager to learn new skills. They enjoy activities that are based on their development needs and interests. For example, babies enjoy interactive singing and reading sessions. Staff help them to choose their favourite songs and stories, while they explore props to support their learning of vocabulary. Pre-school children decide on what they want to learn. For example, they show an interest in learning about planets. Staff plan a range of activities, such as to create models of planets, and games, for children to discover the position and the purposes of each planet.

Children have good opportunities to learn about the world around them. They enjoy regular outings and discussions about people in their community. This helps children to understand about diversity and to feel valued for who they are. All children benefit from staff's attentive approach to their personal needs. This includes those children with special educational needs and/or disabilities and those children who are learning English as an additional language. Strong partnerships with parents help children to have their learning extended between home and the nursery. Children behave well and understand what is expected of them. They have good manners and learn how to respect and cooperate with each other. Children of all ages make secure progress in preparation for their next stages of learning and for school.

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

- Managers and staff work together effectively to support and monitor children's progress. Managers plan strong support for staff, through regular supervision sessions and training. Staff are happy at work and benefit from regular opportunities to develop their skills, for the benefit of children.
- Managers and staff share the same ethos of practice. They reflect as a team on the capacity to improve the services for children. Staff attend ongoing meetings to discuss children's curriculum and needs. All staff and managers understand what is on offer for children and how to further support their learning, development and personal needs.
- Staff recognise that some aspects of practice have needed to be adapted during the COVID-19 pandemic. They have implemented new settling-in procedures to support children's emotional well-being when starting or returning to nursery. Staff have also expanded hygiene procedures to ensure that children, parents and themselves are protected. Staff hold skilful conversations with children to help them understand how to keep themselves and others safe at nursery.

- Staff know children well and regularly assess them to monitor their achievements. This helps staff to plan purposefully for children's future learning. For example, pre-school children learn about objects that float or sink in water. Staff allow children to explore the objects before the activity so that they can predict what will happen and why. Children learn a range of vocabulary during activities. They confidently share their views and knowledge with others.
- Children benefit from age-appropriate resources and equipment. Staff conduct thorough risk assessments of the play areas. They deploy themselves to ensure that children are closely monitored while they are attending the nursery.
- Overall, staff plan routines to ensure they meet children's needs. However, staff do not organise the move between activities and mealtimes to avoid long waiting periods for younger children in the baby room.
- Staff are caring and attentive towards children. Children in the baby and pre-school rooms benefit from positive interactions with staff and plenty of laughter during play. Staff have fun with children and parents recognise the positive environment that children enjoy at the nursery. For example, younger children are interested to learn about sea animals. Staff plan an enjoyable activity with colours, cornflour, water and sea animal toys. Children explore textures, learn about colours and the names of animals. Parents praise how children's home experiences become learning opportunities at the nursery.
- Staff listen effectively to children's voices to extend their personal interests and preferences. However, pre-school children do not have consistent opportunities to be independent during adult-led activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training and are aware of the signs and symptoms of abuse. They know how to identify and report concerns they may have about children in their care. Staff understand their duty to protect children and the steps to follow should they have an allegation against another member of staff. Managers follow thorough recruitment procedures and have secure systems in place to monitor the ongoing suitability of staff working with children. Staff and managers work in effective partnership to keep children safe. There are robust procedures in place to assess accidents, to ensure that risks are managed and minimised so that children are safe in the environment.

What does the setting need to do to improve?

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

- rearrange the organisation between activities and mealtimes to avoid babies waiting too long between routines
- provide consistent opportunities for all pre-school children to be independent.

Setting details

Unique reference number	EY453559
Local authority	Southwark
Inspection number	10203184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	45
Name of registered person	Under the Willow Limited
Registered person unique reference number	RP531969
Telephone number	0208 761 7972
Date of previous inspection	21 May 201821 May 2018

Information about this early years setting

Under the Willow Nursery registered in 2012. It is located in Dulwich, in the London Borough of Southwark. The nursery operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for a week at Christmas and during public holidays. The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications at levels 3 to 6. The nursery follows the Montessori ethos. It offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karina Hemerling

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 their evaluation of the setting.
- The nursery manager and the inspector completed a learning walk together. The inspector held discussions with her to understand how the early years provision and the curriculum are organised.
- The nursery manager and the inspector carried out joint observations of activities in the baby and pre-school rooms.
- The inspector held meetings with the nursery manager and the nursery area manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector took account of the views of parents.

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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