

Inspection of Willow Tree Nursery

2 Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire HP10 9AA

Inspection date: 28 March 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 are happy and engage confidently with staff, who know them well. They have formed strong attachments with their key person. This helps them to feel safe and secure. Children show kindness towards each other and they behave well. All children receive good levels of support and reassurance from the staff. This has a positive effect on children's confidence, behaviour and emotional well-being.

All children develop a good range of physical skills. They are given plenty of time and space to be active. For example, children balance and climb on the outdoor play equipment and enjoy steering a range of wheeled toys carefully around the garden. This helps children develop their physical coordination skills. Children enjoy listening to stories. Staff read to them individually, in small groups and in larger groups. Children develop a love of books as they recall rhyming sentences from well-known stories. Children with English as an additional language are supported well.

Children's mathematical development is supported well by staff. For instance, they encourage children to count objects as they play and point out different sizes and shapes in the environment. Staff sing number songs and rhymes to children. Children count securely and have a good understanding of shape and size.

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

- During the initial COVID-19 pandemic lockdown, staff remained in contact with parents through regular calls. In addition, they provided activity ideas and recorded stories for the children to listen to. This helped to support children's learning and well-being. When the nursery reopened, staff noted some changes in behaviour and social skills. Staff have focused on helping children in these areas. For example, the use of reward charts and puppets and daily discussions on how children are feeling. This enables children to express themselves in the language of emotions. Children become confident and eager to learn.
- Overall, staff support children's developing language skills effectively. Children hear a wide vocabulary of familiar and new words, and are gaining the confidence to engage in meaningful conversations. Staff identify children who need extra support with this area of learning and plan accordingly. However, sometimes, staff do not grasp opportunities to join in with these children's play. This means some children do not hear as much good quality language as they could. This impacts on how swiftly some children can catch up with their peers.
- Staff support children with special educational needs and/or disabilities well. For example, they monitor development closely and provide specific activities to support children's development. Staff have developed strong partnerships with other professionals to ensure that children get the required levels of support.

Children make good progress in their development.

- The manager has high expectations for the children. The curriculum they provide helps children to develop the skills they need for starting school. Staff help to broaden children's knowledge of the world around them and provide active experiences, such as taking the children into the local community. For example, children visit the library regularly to borrow books and visit forest school weekly.
- Staff benefit from regular supervision and support, developing their knowledge and skills. However, the manager recognises she is not yet monitoring staff practice closely enough to offer clear guidance to help develop their teaching skills further. For instance, through monitoring staff practice more closely.
- Relationships with parents are strong. Parents praise the staff team of the care that their children receive. They speak highly of the online application to keep them updated of their children's learning.
- Children are provided with healthy meals and snacks. Mealtimes are social occasions and children's independence is supported well by staff. For example, children pour their own milk or water and scrape their plates when they have finished their lunch.
- The manager is well supported by other senior staff members. Staff all comment how they are confident in approaching the management team and feel that their well-being is valued.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a good knowledge of safeguarding and confidently talk about how they would identify if a child is at risk of harm. They understand how to report these risks to appropriate agencies. All staff receive regular safeguarding training from the manager. Staff's knowledge is regularly tested at staff meetings and through quizzes to ensure their knowledge is secure. This helps them to develop an understanding of wider safeguarding issues, including extremism. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children.

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 use children's interests to offer the extra interactions some children need to make the best possible progress with their communication and language development
- strengthen the monitoring of staff practice so that they receive coaching support that helps them to further improve the good quality of children's care and learning.

Setting details

Unique reference number	116736
Local authority	Buckinghamshire
Inspection number	10207506
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	2 to 4
Total number of places	28
Number of children on roll	33
Name of registered person	Countryside Nurseries LLP Partnership
Registered person unique reference number	RP521162
Telephone number	01628 533445
Date of previous inspection	31 August 2016

Information about this early years setting

Willow Tree Nursery registered in 1995. It is on the site of Carrington Junior School, Flackwell Heath, in Buckinghamshire. The nursery is open for 51 weeks a year, from 7.30 am to 6pm, each weekday. The provider employs six staff who work with children; five of whom hold relevant childcare qualifications at level 3. The nursery is in receipt of funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Amanda Perkin

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 provider.
- The manager took the inspector around the setting and all areas of the building and discussed how they use the areas to support children's learning.
- The inspector observed activities and the interaction between staff and children.
- The inspector held a meeting with the manager and had discussions with the area manager and provider. They discussed how the nursery is run and to check that all legal requirements are met.
- The manager and inspector talked about how activities are planned to take account of children's interests and abilities.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to a number of parents and took account of their views.

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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