

Inspection of Willow Tree Pre-School Charitable Incorporated Organisation

Cherry Lane Adventure Playground, Cherry Lane, CRAWLEY, Sussex RH11 7NX

Inspection date: 23 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children excitedly arrive at the pre-school and demonstrate that they feel happy, safe and emotionally secure. They form close bonds with all staff, including their key person, and make friends with others. Children are enthusiastic learners and become quickly absorbed in their play.

Staff encourage children to develop their independence and sense of responsibility. For example, children learn to put away their own coats, pour their own drinks and use knives to prepare fruit. Children behave well and learn the importance of being respectful to others and living things. For instance, children have wonderful opportunities to care for a gecko, a tortoise and stick insects. Children learn to feed, water and handle them with care. Children behave well and learn to share and take their turn. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task.

Children thoroughly enjoy the outside area. They have fun and laugh as they ride bikes and scooters around a racetrack. Children fully engage themselves in sensory and imaginary play. They make pretend jungles from gloop mixture and small word jungle animals.

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

- A welcoming and friendly atmosphere greets all children and their families. Partnerships with parents are good. During the COVID-19 pandemic, the manager and staff maintained effective ongoing telephone and online contact with the children and their families. Consequently, children's return to the pre-school has been successful. Staff have strengthened partnerships with parents by inviting parents to share their cultures' food at meal times with the children.
- Parents comment very positively about their children's experiences at the pre-school. They value the information that staff share about their children's learning. Parents admire staff's commitment to ensuring children achieve a good level of development. They comment on their children's good progress since attending pre-school and the sound contribution staff have made to this.
- Children with special educational needs and/or disabilities and those in receipt of additional funding make good progress in their learning. There is a strong commitment to working with external agencies. Staff swiftly act on the advice given to them to provide purposeful activities to progress children's learning. For instance, staff build in activities involving steps and slides to strengthen children's physical skills needed for balance. Occasionally, some staff do not extend the children's vocabulary by adding new words for children to hear as they play.

- Staff monitor children's progress regularly. They address and close any gaps in learning quickly. Recent monitoring found a weakness in children's physical skills, after time away from the pre-school due to the COVID-19 pandemic. Staff skilfully set up a new area to promote children's large- and small-muscle skills. For example, children have opportunities to play in gloop, mark make in sand and use balance bikes and tricycles to build up key physical skills.
- Children follow daily routines and show good levels of independence. Young children feed themselves independently. Older children pour their drinks and skilfully open their lunch boxes. However, sometimes, the organisation of group sessions, for example during tidy-up and carpet times, means that younger children are not fully engaged as they wait for activities to begin and end.
- Children receive good support as they get ready to move on to the next stages in their lives and school. For instance, staff share detailed reports with parents, meet teachers and support children with their school visits by attending their schools during settling-in sessions. This helps children feel very secure and ready for the next stage of their learning.
- Staff speak of the support they receive from management and clearly enjoy their work. They are committed professionals who are passionate about supporting children to have the best possible start. Although staff attend some training, managers do not focus training enough to further enhance professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. The manager liaises effectively with outside agencies, helping to support children and their families when the need arises. Staff complete regular training to strengthen their knowledge of safeguarding issues. They complete daily checks to ensure the premises and outdoor area are safe and secure. The manager follows secure recruitment procedures and ensures essential background checks are completed to make sure staff are suitable to work with children. Induction is effective in supporting staff to understand their roles and responsibilities.

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 enhance the organisation of larger group activities to help enrich younger children's learning opportunities further
- improve arrangements for the monitoring of staff to address development needs and to further enhance the teaching of language to a consistently good standard.

Setting details

Unique reference number	2555574
Local authority	West Sussex
Inspection number	10239565
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	55
Name of registered person	Willow Tree Pre-School Charitable Incorporated Organisation
Registered person unique reference number	2555573
Telephone number	01293516873
Date of previous inspection	Not applicable

Information about this early years setting

Willow Tree Pre-School Charitable Incorporated Organisation registered in 2020. It is located within Cherry Lane Adventure Playground in Crawley, West Sussex. The pre-school operates each weekday from 8.45am to 2.45pm, during term time only. It also operates a breakfast club from 8.00am to 8.45am and an after-school club from 2.45pm to 5.30pm that pre-school children can attend. The pre-school receives funding to provide free early education for children aged two, three and four years. There are 11 members of staff, eight of whom hold appropriate early years qualifications. One staff member has early years professional status.

Information about this inspection

Inspector
Bev Boyd

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.
- During a learning walk, a discussion was held about how the early years provision is organised and how the manager and her team plan the curriculum and experiences for children.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector observed the quality of staff's interactions with children during activities indoors and outside and assessed the impact this has on children's learning.
- Parents provided verbal feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as evidence of suitability checks for staff. She looked at the safeguarding policy and first-aid certificates for all staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022