

# Inspection of Willow Brooke Day Nursery

Logistics House, Alliance Close, Nuneaton, Warwickshire CV11 6SW

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Inspection date: 11 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settle quickly when they arrive. They have secure attachments with the warm and caring staff, who know the children well and are attentive to their needs. Children of all ages are keen to explore the wide range of interesting activities and resources which staff plan for them. Younger children show high levels of concentration while using their hand-to-eye coordination to play with enjoyable and engaging mark-making activities. Babies happily explore their growing physical skills. They enjoy their growing independence as they use well-placed furniture and resources to move around the room to access the things they want to do. Older children sit for lengthy periods as they connect magnetic shapes to construct houses and buildings.

Staff have high expectations for children's behaviour and are great role models. They praise and celebrate children's achievements, which helps children to take pride in what they can do. Children learn good manners as they are supported to share and take turns from a young age. Older children form positive and close friendships with each other and enjoy each other's company. Children of all ages relish the opportunities to build independence skills and demonstrate their abilities to others.

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

- Leaders show a clear and ambitious knowledge of what they want children to learn, such as building children's skills to become independent learners. However, sometimes, this is not clearly shared with staff through their curriculum delivery. At times, staff do not plan activities to take into account what children already know and can do. For example, older children are encouraged to recognise two-digit numbers, when their knowledge of single numbers is not secure. This means that planned activities do not consistently help children to make the best possible progress.
- Children behave well. They are polite and courteous to others from an early age. For example, younger children are reminded to use the Makaton signs for 'please' and 'thank you'. Older children talk fondly about their friendships and the games they play together. Children approach visitors to share books with them and ask questions to find out more about them. This helps to enhance children's confidence.
- Children are encouraged to be independent from the outset. They learn from an early age to independently wash their hands prior to snack or mealtimes. However, on occasions, staff do tasks for them that they could do themselves. For example, children are given their water bottles by the staff. This means that children are not consistently given the opportunity to manage their own self-care needs and become more self-sufficient.

- Staff promote a love for books. Children approach them to read books to them. Young children begin to point at pictures enthusiastically. Older children listen intently to stories that are read with expression and enthusiasm by staff. They recognise familiar events in the story and join in with repeated phrases. This helps to widen the vocabulary children can use in different situations.
- Leaders place a high priority on children's language development. They offer key words in context. For example, staff model language well as young children play with different cereals and farmyard animals. Toddlers begin to repeat short phrases they hear, such as 'crunchy cereal', as they play with different cereals and farmyard animals. Older children talk excitedly in relation to their home experiences, using full sentences to express themselves.
- Children make good progress from their starting points. Children with special educational needs and/or disabilities (SEND) are supported well through swift and precise assessment processes, support from the special educational needs coordinator and advice from external professionals. This helps children with SEND to make equally as good progress as their peers.
- Staff feel well supported by the management. Leaders listen to any issues the staff may have and act on them to support their well-being. Staff appreciate the support and advice given. This motivates them to continually work their best for better outcomes for children.
- Parent partnerships are strong, which leads to good outcomes for children. Parents and carers speak highly of the care and education their children receive. They commend the staff for their hard work and support for their children progress. They comment on feeling fully informed through verbal communication and the mobile app.
- Children are encouraged to participate in daily routines, such as self-serving at mealtimes. However, this is not a consistent approach for all snack and mealtimes. This means that the children are unsure of what is expected of them at mealtimes and can lead to them waiting long periods before they can eat their meal.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their responsibilities to protect children from harm. Staff can confidently identify signs and indicators of abuse. They have a good understanding of the impact of exposure to extremist views and behaviours. Staff can confidently explain the procedures to follow should they have a concern regarding the conduct of a senior member of staff and who to report this to. Robust safer recruitment processes are in place, which ensures that staff are suitable to work with children. Leaders check staff's ongoing suitability regularly. Leaders and staff ensure that children play in a safe and secure environment, indoors and outdoors, through regular risk assessments.

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

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

- provide more support for children to practise their self-care skills during everyday routines, to develop their confidence and independence even further
- enhance staff's skills in planning and delivering activities that consistently build on what children already know and are ready to learn next
- review the organisation of the daily routines so that children are not left waiting for long periods, including at mealtimes.

## Setting details

<b>Unique reference number</b>	EY489958
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10236669
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Willow Brooke Day Nursery Limited
<b>Registered person unique reference number</b>	RP521445
<b>Telephone number</b>	02476 340597
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

Willow Brooke Day Nursery registered in 2015 and is located in Nuneaton, Warwickshire. The nursery employs 30 members of staff. Of these, 24 hold relevant childcare qualifications. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lisa Robinson  
Sonia Panchal

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector carried out a learning walk with the leadership team.
- The inspector gathered parents' views and took them into consideration.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection 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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