

Inspection of Willows Pre-School

1 St. Peters Road, LONDON W6 9BA

Inspection date: 6 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play and learn in a positive and caring environment. They build strong relationships with their peers and adults in the setting. This supports children's emotional well-being effectively. Children are happy and safe. They settle quickly, including those who have been away from the setting for some periods of time.

Children are enthusiastic and active learners. They enjoy the exciting and engaging activities that staff plan for them, such as exploring with water and ice, building with blocks, making marks with crayons and painting. Outdoors, children have fun running, jumping and learning to pedal on bikes. They explore the setting's mud kitchen and bake a cake to celebrate a birthday. Children enjoy imaginary play and dressing up as superheroes and princesses. They learn mathematical concepts, such as size, shapes and colours successfully. This ensures all children make good progress in all areas of development.

Children behave well and the staff are good role models. Older children show kindness and help younger and less-able children to join in with activities. They learn to speak respectfully to each other, take turns and be kind to their friends. Children show respect for their environment and tidy up their toys before they move on to the next activity.

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

- Staff successfully teach children about making healthy choices and leading healthy lifestyles. They ensure children wash their hands regularly, learn how to keep their teeth clean and have daily physical exercise. Children look forward to eating the healthy snacks and nutritious home-cooked meals. They discuss how eating peas and carrots help them to grow big and strong.
- Overall, transitions and routines support children to develop their confidence and independence skills well. At lunchtimes, children serve themselves food and water and use cutlery to feed themselves. Staff interact warmly with children during nappy changes and at sleep time; this helps them feel secure. However, on occasions, during transitions to another activity or lunchtime, some children are left waiting too long and this can lead to them feeling restless.
- Staff support children to make good progress in their communication and language through singing songs, listening to stories, repetition, and building on words they know. Children confidently express their likes and dislikes; they enjoy sharing stories with one another and use their imagination to predict what may happen next. Children are learning to become confident communicators.
- The curriculum is effectively planned and well sequenced. Staff regularly observe and track children's progress. They plan exciting activities based on children's interests, what they know and what they need to learn next. Any gaps in

learning are quickly identified and appropriate support put in place. The curriculum is ambitious and challenging. Children are well prepared for next stages of learning, including moving on to school.

- The manager and staff have high expectations and work hard to achieve the best outcomes for all the children they care for. Staff work with parents to address any concerns with learning and development. All children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress in all areas of their development.
- Children are motivated and curious to learn. They learn about the world around them from visiting local parks, museums and the seaside. They learn about people who help us by visiting the fire station. They discuss how firefighters keep us safe. Recently, children have been learning about road safety and the importance of walking and holding hands. They use this knowledge to remind their friends that they should walk indoors.
- Staff receive effective support from the manager, and value regular supervision meetings. Staff report they are well supported both personally and professionally by the manager. Good induction, support and training opportunities enable staff to clearly understand their roles and responsibilities.
- Partnerships with parents are strong. Parents speak highly of the staff and describe them as amazing and passionate. They speak about the excellent communication, and value the daily feedback they receive and the regular updates about their children's development through the nursery app. Children's progress is shared regularly with parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident about recognising the different types of abuse and reporting procedures. They have a clear understanding of what they need to do if an allegation is made against them or any member of staff. Daily risk assessments are carried out before the children arrive and the provision is clean and safe. Staff supervise children well throughout the day. There are robust recruitment procedures in place to ensure adults working with children are suitable. Children learn how to keep themselves safe and healthy. For example, using knives safely at mealtimes and to wash their hands before they eat.

What does the setting need to do to improve?

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

- consider transitions during the day so that children are not left waiting for long periods.

Setting details

Unique reference number	EY549165
Local authority	Hammersmith & Fulham
Inspection number	10238875
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	1 to 4
Total number of places	50
Number of children on roll	38
Name of registered person	Willows Pre-School Limited
Registered person unique reference number	RP528892
Telephone number	02087411424
Date of previous inspection	14 September 2021

Information about this early years setting

Willows Pre-School registered in October 2017 and is in the London Borough of Hammersmith and Fulham. It is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery receives early years education funding for three- and four-year-old children. The nursery employs 18 members of staff, 12 of whom hold appropriate childcare qualifications from level 2 to 6.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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