

Inspection of Willow Tree Preschool

Barn Cottage Pavillion, Barn Cottage Lane, Haywards Heath, West Sussex RH16 3QN

Inspection date: 1 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily. They are greeted at the front door by staff and welcomed into the pre-school. Babies have a dedicated area within the main pre-school room. However, they join the older children at times during the day. Babies are not always closely supervised when they are in the main room. They are often left while staff carry out other tasks, such as preparing snack or helping children to use the toilet. This has an impact on how well all children's needs are met.

Outside, children enjoy playing with bats and balls. They are encouraged to play with each other and take turns. For example, children pass different spices to each other to smell before they add them to play dough. They are beginning to form friendships and an understanding of the rules and boundaries. For example, children know that they need coats on outside and are learning how to do this independently.

Children freely access the resources and activities that staff have prepared. For example, children use spoons to scoop out the seeds from pumpkins. They explore dressed-up dolls on a display for Diwali. Children use scoops to collect and pour coloured lentils. The environment is set up well to provoke children's interests. However, staff are not always available to encourage children's learning further.

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

- The manager has improved the recruitment arrangements since the last inspection. She ensures all references are received before staff are allowed to start working at the pre-school. The manager is in the process of recruiting some new staff. However, the current staffing arrangements do not meet the needs of all children. For example, young children are not supervised closely enough during mealtimes. At times, children run around with food before being encouraged to sit down. Staff are not able to effectively meet all children's needs all of the time.
- Staff feel well supported. They have regular meetings with the manager to discuss any concerns. Staff have access to an online training portal and have recently completed a number of training courses. They share what they have learned at regular staff meetings.
- Children and babies sit together to eat their packed lunches. They enjoy healthy snacks that are provided. However, staff do not consistently inform parents of healthy eating or the dangers of tooth decay. For example, younger children have juice in bottles. This does not promote children's oral health.
- The manager is clear about what they are teaching children. She has identified that there is a gap in children's language development. The manager works with outside agencies to seek advice and strategies about how to encourage

children's language. However, some children are not always supported effectively. At times, staff use too much language with younger children and do not always extend older children's language. As a result, opportunities to develop children's communication are not being fully utilised.

- The manager has implemented a new system to track the progress children are making and to support how they deliver the curriculum. Staff regularly monitor how well children are achieving. They plan activities based on children's individual interests. The manager plans to share children's development with parents at the next parents' meeting.
- Parents are happy with the care their children receive. They feel they are kept informed about the activities their children take part in. However, they are not aware of the areas of development staff are focusing on. Parents are not given ideas to support their children's learning at home. Despite this, parents feel able to discuss their children's development with staff.
- Children are learning to be independent. For example, they freely access water from the new water stations. Children are encouraged to wash their hands before and after eating and are beginning to remember to do this without being reminded.
- Children are taken on outings when staffing allows. They wear high-visibility vests when they visit the local forest area. Staff sometimes take children on the bus to the local library.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands her role and how to refer any concerns to the local safeguarding partners. She understands what to do if an allegation is made against a member of staff. Staff know how to identify if a child is at risk of harm. They know the procedure to follow to report any concerns they may have. Staff have recently updated their safeguarding training. The manager has attended training to update her knowledge on how to recruit staff safely. As a result, recruitment is robust. Risk assessments are carried out daily.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staffing arrangements meet the needs of all children and that children are adequately supervised, including while eating	30/11/2022

ensure children's oral health is promoted and information is shared with parents about healthy foods and drinks	30/11/2022
ensure staff understand the importance of providing a language-rich environment to enable and promote children's communication development.	30/11/2022

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

- develop how the curriculum is implemented to ensure all children's individual developmental needs are met
- improve partnership working with parents to enable parents to support their children's learning at home.

Setting details

Unique reference number	2532038
Local authority	West Sussex
Inspection number	10243807
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	24
Number of children on roll	18
Name of registered person	Pile, Louise
Registered person unique reference number	2532037
Telephone number	07861612492
Date of previous inspection	6 May 2022

Information about this early years setting

Willow Tree Preschool opened in 2019 and operates in Haywards Heath, West Sussex. The setting is open term time only, from Monday to Friday, 9am to 3.30pm. The setting employs four members of staff. Of these, two staff members hold appropriate level 3 qualifications and two staff members hold level 2 qualifications. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Pippa Clark

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled documentation, including staff recruitment files.

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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