

# Inspection of White Willows Day Nursery

190 Warley Hill, Warley, Brentwood CM14 5HF

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Inspection date: 19 January 2023

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

## What is it like to attend this early years setting?

### The provision is good

Children benefit from a warm and nurturing environment. They confidently forge strong bonds with their peers and staff, who take the time needed to get to know them. Children are happy and well behaved. They are kind towards each other and staff. Children demonstrate positive attitudes to learning. Children display very keen interests in their play and learn to make decisions about what they want to do. For example, children spend a long time exploring with different role-play resources in the home corner, and they use their imagination effectively to bring their ideas to life.

The quality of teaching is good. All children benefit from a range of experiences across the seven areas of learning. They spend time at the play dough table and use their hands to control the scissors as they make cuts in the dough. Children are provided with good-quality interactions and challenged sufficiently to extend their learning. Staff fully consider the various learning opportunities and excellent resources available to broaden children's knowledge and understanding. Children access a variety of meaningful activities that cater to their interests and follow themes about cultural celebrations and festivals, such as Chinese New Year.

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

- The manager is extremely enthusiastic and committed to providing children with a high-quality provision. The staff team has a good knowledge and understanding of what they want the children to learn and achieve. Staff plan a broad curriculum based on children's starting points, interests and the next steps in their learning. They observe children and use assessments to monitor their development. In turn, children make good progress.
- Staff have a positive and consistent approach, which helps children know what is expected of them in their behaviour. For example, the children follow a set of nursery 'promises' that they helped to design. These include being kind towards each other, sharing and listening. Children help to tidy toys away when it is time to get ready for lunch.
- Children benefit from opportunities to develop their physical skills. For example, in the outside area, they balance on tyres and planks. Children enjoy dancing to music they choose and enjoy exploring woodlands during forest school sessions, where they climb and balance logs. Children are learning how to keep themselves safe, as staff support them to take measured risks.
- Children show excellent interest in books, and they listen to stories attentively. Story time is interactive; staff use comments, questions, suggestions and seek children's interpretation, which helps to bring stories to life. For example, children confidently respond and answer questions about what they see on the pages and join in the chorus of a very popular story. Staff support children's

literacy skills extremely well.

- Staff support children's communication and language well. They listen to children and ask questions to engage children in conversations. Staff introduce new words to extend children's vocabulary.
- Parents talk very highly of the nursery. For example, parents feel that staff are friendly and easy to approach. They feel that their children are making good progress. Parents report that communication is clear, and they feel well informed. Staff speak to the parents daily and use online systems to communicate children's achievements and share information.
- Staff support and facilitate children's independence well. However, on occasion, staff complete tasks for children. This means that children do not always try to carry out activities for themselves or develop their resilience. For example, peeling and cutting their fruit at snack time.
- The manager reflects on what is working well in the nursery and works together with the staff to make changes. She provides support to the staff team. Staff explain that they feel happy. They talk about the areas they are interested in, to develop their practice further.
- Staff implement activities to support children's mathematics skills effectively. For example, children use measuring tapes to measure the large constructions they build. Staff support children to look at the numbers on the tape and read them correctly.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibilities in helping to protect children from abuse and harm. They know the importance of taking prompt action to protect children and the procedures to follow to report any concerns they may have about a child in their care. All staff attend safeguarding training to ensure their knowledge is up to date. Vetting and recruitment processes are in place to ensure that adults are suitable to work with children. Effective staff deployment means that children are well supervised and cared for. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

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

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

- help staff to be consistent in their approach to developing children's independence so that they learn to manage tasks for themselves.

## Setting details

<b>Unique reference number</b>	2604104
<b>Local authority</b>	Essex
<b>Inspection number</b>	10263383
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	White Willows Day Nursery Limited
<b>Registered person unique reference number</b>	2604105
<b>Telephone number</b>	07904388510
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

White Willows Day Nursery registered in 2020. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery is open from 8am until 6pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marta Kellouche

## 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.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector reviewed relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

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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