

# Inspection of The Willows Day Nursery

Old Main Road, Fleet Hargate, Holbeach, SPALDING, Lincolnshire PE12 8LL

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Inspection date: 8 February 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

Children are cared for in an environment that is not fully risk assessed. Children in the toddler and pre-school rooms have access to cleaning products in their bathroom area. Furthermore, risk assessments carried out for some adult-led activities are not effective. For example, some staff do not show children how to hold scissors safely when they walk around with them.

Children show positive relationships with staff. They are welcomed to the nursery by staff who get down to their level to greet them when they arrive. Children in the baby room hold staff's hand to lead them to activities they enjoy. Children enjoy being physically active. In the toddler room, children dance and move their bodies to music. Pre-school children run and play chasing games with their friends in the garden. Children are keen to share their achievements with visitors, telling them that they have fastened the zip on their coat all by themselves. Children learn how to share and take turns when they play alongside their peers. Pre-school children ask their friends if they can help them to make pretend food in the garden. Children are asked questions to encourage their thinking skills, such as talking about what ingredients they have added to their pretend cookies.

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

- Risk assessments are not fully effective. The manager and staff do not ensure that children are kept safe from potential hazards. They fail to minimise risks to children when they plan adult-led activities. This results in children moving around activities and other children when carrying scissors that point upwards. Additionally, children from the toddler and pre-school rooms have easy access to cleaning products in their bathroom.
- Staff give children specific roles in the pre-school room which help to give them a sense of responsibility. For example, children are given reflective jackets and assigned to be helpers and to be a model for 'marvellous manners'. Children understand their roles and responsibilities. They tell visitors that they help at snack time and say 'please' and 'thank you'.
- Overall, staff use their curriculum to support children's communication and language skills well. For example, staff talk to children when they play alongside them. They introduce new words to help children in the baby room to develop their speaking skills. However, children who speak English as an additional language are not supported as effectively. Staff do not include children's home language to support their language development and a sense of belonging in the nursery.
- Staff encourage children to develop a love of books. For instance, in the baby room, children copy staff to feel different textures in books. Staff in the toddler room use excitement in their voice when they read stories. They ask children

questions about what they see on the pages, helping to keep them focused and engaged.

- Staff say that they feel supported with their well-being and that they feel part of a nursery family. They have opportunities to reflect on their practice and to extend their professional development. This helps them to support children's progress.
- Staff support children to learn skills for the future. For example, children serve themselves at lunchtime. This helps them to manage portion sizes and to promote their independence. However, occasionally, staff do not fully give children opportunities to solve problems in their play. For example, when children use a cup to scoop water from a shallow tray, staff are quick to lift one end of the tray to make this easier for them. This does not encourage children to think of solutions to problems themselves.
- Staff know the children well and quickly identify if there are any gaps in their learning. They work closely with parents and the special educational needs coordinator to put specific targets in place to support children's individual needs. For example, staff show children pictures of activities to help them to understand routines in the day, promoting their emotional well-being.
- The manager uses additional funding effectively. For instance, the money is used to offer children extra sessions during the school holidays. This helps to provide consistency in their routines.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not effective. The manager and staff do not recognise hazards that children are exposed to. That said, the manager and staff know how to recognise the signs of abuse and neglect. Furthermore, they can identify if children are being drawn into radicalisation or extreme views. The manager and staff know the procedure to follow if they have concerns about a colleague's behaviour with children. The manager and staff seek written permission from parents before they administer medication to children. The manager shares information about children's accidents and incidents with their parents and reviews the records regularly.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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carry out robust risk assessments and take necessary steps to ensure that children are safe and are not exposed to potential hazards.	09/02/2023
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**To further improve the quality of the early years provision, the provider should:**

- support staff to develop their understanding of how to help language development and a sense of belonging for children who speak English as an additional language
- help staff to build on the support children receive to encourage them to solve problems in their play.

## Setting details

<b>Unique reference number</b>	EY439986
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10233397
<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>	0 to 10
<b>Total number of places</b>	60
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Willows Childcare Limited
<b>Registered person unique reference number</b>	RP531267
<b>Telephone number</b>	01406423112
<b>Date of previous inspection</b>	24 February 2017

## Information about this early years setting

The Willows Day Nursery registered in 2012 and is situated in Fleet Hargate, Lincolnshire. The nursery employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 4, eight at level 3 and one at level 2. The nursery opens 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

### Inspector

Hayley Ruane

## 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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