

Inspection of Willow Nursery and Pre-School

Charlton Road, Shepton Mallet, Somerset BA4 5PG

Inspection date: 15 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 build secure relationships with staff, coming to them for cuddles and reassurance throughout the day. Children seek out staff and initiate play. For example, they say 'chase me' as they run across the grass and ask staff to join them to play hide and seek.

Children enthusiastically get involved in the wide variety of activities on offer. Staff plan a varied curriculum that challenges children. They incorporate children's ideas and requests into the provision for the day. Children show their enjoyment of activities and become engrossed in their play, for example pretending to have a meal in the home corner area.

Parents speak very highly of the staff and the care their children receive. They feel confident leaving their children at the setting, knowing that they will be well cared for. Staff communicate well with parents. The setting supports children with special educational needs and/or disabilities (SEND) and plans appropriate support for them in partnership with parents and other professionals.

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

- Staff introduce children to a wide range of vocabulary through play, encouraging children's thinking and extending their ideas. Children enthusiastically join in with familiar stories and are eager to talk about the books.
- Staff develop children's learning of mathematics by encouraging them to count and talking with them about size and shape. For example, staff ask children 'How many spoons have you got?' and children confidently identify that they have 'two.'
- Children behave well. Staff have high expectations of children's behaviour and communicate these clearly and positively. For example, staff support children to know and understand the setting's 'golden rules' by reminding them to use 'walking feet' inside. Staff begin group times by going over some of these key rules. Older children confidently take turns at activities without adults prompting them.
- At times, the planning of routines, such as when new children are settling into the nursery, does not support children as well as it could. For example, some babies who are new to the setting and are still settling in become upset. However, staff do not successfully comfort them to ensure that their first experiences at the setting are as positive as they might be.
- Older children respond promptly to requests, such as to tidy away. Staff give a five-minute warning that prepares children for the change of activity.
- Occasionally, activities are too advanced for the older children, resulting in them being reluctant to join in or to 'have a go'. For example, when asked today's

date, children do not have the knowledge to be able to answer or to take a guess.

- Children learn about how to keep themselves safe and their bodies healthy. Older children independently wash their hands before eating and talk confidently about how they keep their teeth healthy.
- Leaders and staff meet regularly to review what they want children to learn. Staff know children well and plan their provision around children's interests to engage them in learning.
- Leaders identify training that will support staff in their role. They enable staff to implement changes to their practice as a result of what they have learned. For example, following training on outdoor provision, staff have made changes to the outside areas and introduced new themes. Children are enthusiastic to explore and join staff in digging in the garden and talking about what they find.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff can identify signs and symptoms that might indicate children are at risk of abuse. The setting has clear processes in place to ensure the recording and reporting of concerns. Staff know these processes and how to follow them. Staff and leaders are aware of the process to follow should they have concerns about other members of staff. Leaders ensure that staff have regular training to keep their knowledge up to date. Staff assess the risks in the environment to ensure children's safety and talk to children about keeping themselves safe.

What does the setting need to do to improve?

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

- ensure that all activities are age-appropriate for older children and build on their previous knowledge
- ensure that routines are planned so that they fully support younger children, especially those that are new to the setting.

Setting details

Unique reference number	EY281171
Local authority	Somerset
Inspection number	10263469
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	1 to 4
Total number of places	43
Number of children on roll	56
Name of registered person	Willow Nursery & Pre-School Ltd
Registered person unique reference number	RP908389
Telephone number	01749 347006
Date of previous inspection	3 May 2017

Information about this early years setting

Willow Nursery and Pre-School registered in 2004. The nursery operates from two buildings on the Shepton Mallet Leisure Centre site. The nursery is open each weekday from 7.30am until 6pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are 14 staff employed. Of these, two are qualified to level 6, two to level 5, one to level 4 and seven to level 3. There is one member of staff working towards level 3.

Information about this inspection

Inspector

Louisa Painter

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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents 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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