

Inspection of Willowdene Nursery School

1 Tangmere Road, Tangmere, Chichester, West Sussex PO20 2HW

Inspection date: 26 May 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 thoroughly enjoy their time at the nursery. They are excited to arrive in the morning and are greeted warmly by the staff. Babies reach out their arms to their key person, demonstrating that they feel safe and secure. Staff have formed strong and caring bonds with the children, who clearly enjoy spending their time with the staff. Children show a positive attitude to their learning and benefit from a curriculum that has a strong focus on expression, personal skills and vocabulary. They are confident and curious when exploring the wide range of exciting activities. Staff are skilful at extending children's learning and plan activities based upon children's existing knowledge. For example, when children revisit a water play activity, staff add flower petals and a variety of containers. This supports children to explore and gain new vocabulary, such as 'scented', 'texture' and 'potion'.

Children behave very well. They get plenty of opportunities to mix and play together, and staff use these times to help children practise taking turns and sharing. Children are very friendly, kind and considerate towards their friends and the staff. They are very polite and say 'please' and 'thank you'. Children are respectful of visitors to the nursery. They approach the inspector and say kindly 'would you like a cushion to sit on? It is very comfy'.

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

- Staff make effective use of joining in with the children's play and conversations. They use this time to help children to grow in confidence and talk about what they are doing. Children are curious and ask questions. They are encouraged to experiment during activities. For example, children mixing paint discover that 'mixing dark blue and white makes light blue, and red and white makes pink!'
- Sometimes, during free play, staff do not consistently ensure that the younger or quieter children have the chance to share their ideas and thoughts. For instance, while playing outside, staff focus their teaching and interactions on the most dominant and communicative children and overlook the quieter children. On occasion, planned adult-led group activities also only benefit those children who are more confident and staff do not fully consider the needs of others. Consequently, at times some children do not benefit fully from staff's interactions and the learning experiences provided.
- Babies develop secure attachments with their key person. The staff in the baby room are skilled at supporting the youngest children's social and emotional well-being. For example, staff cuddle, tickle and smile at the babies. They are given a range of unique and exciting activities that support their confidence and self-esteem. Staff constantly talk or sing to the babies to help support their growing vocabulary. Babies choose animal costumes to dress in. They know that lions roar.

- Staff feel well supported and appreciate the manager's commitment to their well-being. They say that the reflective and caring manager is a role model, who continually strives for improvement. Staff comment that the manager is 'hands on', knowledgeable and passionate in her approach, which positively impacts the working environment. They say that they feel extremely valued and supported, and that the nursery is 'an inspiring and fun place to work'.
- Children are learning the importance of living a healthy lifestyle. For example, they access the outdoors daily to gain fresh air and to be active. They ride bicycles, climb on apparatus and play chase with each other. Staff talk about healthy eating choices at snack and mealtimes, and children benefit from a range of home-cooked food. Children demonstrate their independence skills as they pour their own drinks, set the tables for lunch and use cutlery to eat with. They are expert in their own self-care, knowing that they must wash their hands before eating and after going to the toilet. They tell the inspector that 'you can't see germs' and that 'they can make you sick'.
- Parents are extremely complimentary about the provision and the dedication of the staff team. They comment that the nursery is a loving learning environment and say that the transitions to school are extremely well supported. Parents look forward to the daily updates and are impressed with how sociable and confident their children are. They appreciate that the staff 'go above and beyond' to support children to explore in a safe and secure environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a secure knowledge and understanding of their role in keeping children safe. They are aware of the signs and symptoms which may indicate a child is being abused. Staff know the correct procedures to follow should they have concerns about a colleague's behaviour, or an allegation is made against them. They have a good understanding of signs that may indicate radicalisation and county lines activity. Staff are vigilant in their supervision of children and carry out daily checks to ensure hazards are removed so that children, staff and visitors are kept safe.

What does the setting need to do to improve?

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

- strengthen staff's skills in planning for and engaging those children who are younger, quieter or less confident, to ensure that all children fully benefit from the learning opportunities available.

Setting details

Unique reference number	113831
Local authority	West Sussex
Inspection number	10285994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	78
Number of children on roll	36
Name of registered person	Brookes, Sara
Registered person unique reference number	RP512051
Telephone number	01243 530720
Date of previous inspection	27 October 2017

Information about this early years setting

Willowdene Nursery School registered in 1990. It operates in Tangmere, West Sussex. The nursery is open each weekday, from 8am to 5.30pm, all year round. The nursery employs eight staff, all of whom hold a relevant childcare qualification at level 3 and above. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Tina Lambert

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 setting.
- The provider and the inspector completed a learning walk together and discussed the early years curriculum.
- Parents and children shared their views about the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and observed interactions between staff and children.
- The manager discussed the leadership of the setting with the inspector.
- The inspector carried out a joint observation with the manager.

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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