

Willow Tree Pre-School

Deanshanger Primary School, The Green, Deanshanger, MILTON KEYNES, MK19 6HJ

Inspection date	07/11/2014
Previous inspection date	07/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff teach children to be confident and capable communicators as they ask them open-ended questions and plan activities to promote their listening skills.
- Children learn to problem solve and become confident in their own abilities as staff teach them to think for themselves and find out about things of interest.
- Children display good behaviour and an ability to resolve minor conflict by themselves. This creates a harmonious and happy environment for learning.
- Staff encourage children to be independent and capable of following the setting rules. As a result, children are resourceful and well prepared for moving onto school.
- Staff and committee have a good understanding of their responsibilities to keep children safe. They follow robust procedures and maintain their knowledge through regular training.

It is not yet outstanding because

- The information the pre-school shares with parents does not include precise next steps in learning, in order for them to fully extend children's learning at home.
- Sometimes the role-play area lacks engaging resources, so children do not always extend upon their imaginative play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playground, garden and main playroom.
- The inspector had discussions with parents, staff, the chairperson of the committee and children.
- The inspector read the self-evaluation document online before the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

Willow Tree Pre-School was registered in 2010 on the Early Years Register. It is a committee-run pre-school, which operates from purpose-built premises on the site of Deanshanger Primary School, in the village of Deanshanger. Children have access to an enclosed outside play area and have the use of the school grounds. The pre-school is open on weekday mornings during term time only, from 8.30am until 11.30am, with the facility to stay for lunch from 11.30am to 12 noon. Afternoon sessions run from 12 noon to 3pm, Monday to Thursday. There are currently 34 children on roll. The pre-school supports children with special educational needs and/or disabilities and those, who learn English as an additional language. The nursery provides funded early education for three- and four-year-old children. There are nine part-time members of staff, of whom six hold appropriate early years qualifications at level 3. Also, two staff have a qualification at level 2. The pre-school manager has a foundation degree in early years care and education.

What the setting needs to do to improve further

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

- enhance communication with parents to include more specific next steps in learning to support children's learning at home even more effectively
- enhance the role-play area to create a more engaging space for children's imaginative play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy good quality teaching experiences, which enhance their enthusiasm and thirst for learning. This is because the staff are skilful in extending upon what they already know and posing challenging questions that help children to think critically. Consequently, children develop positive attitudes towards learning are keen to rise to challenges and share their ideas. These characteristics of effective learning prepare children well for their entry to school. Children are keen to talk about things that interest them, such as making toffee apples. They explain to staff how they will do this and ask whether they like eating them. All children are confident to initiate conversation, including those, who learn English as an additional language. Children know that staff listen to them and value what they say, so they become confident talkers, who have a lot to say. Activities, such as storytelling and singing rhymes, help children to hone their listening skills as they wait in anticipation for the singing to start when listening to a music disc. Staff use every opportunity to introduce children to simple mathematics, such as counting them during group time and describing shapes when playing with construction.

Children have ample opportunities to develop their physical skills. In the outdoor areas, they ride scooters and use the new climbing frame. This helps them to use their large muscles and develop their coordination and balance. Children gain good control over the smaller muscles in their hands because there are lots of ways for them to practise this at the pre-school. Children choose from a wide range of tools to use as they shape clay. At the craft table, children use scissors skilfully as they create using their own ideas. Children play imaginatively with dolls and can choose from a rail of dressing-up clothes. However, sometimes the role-play area lacks creative resources to help extend upon children's imaginative play.

Staff at the pre-school observe the children's progress and photograph them during their play and learning. They use these to develop a journal of learning, which charts their achievements. Staff share these with parents and summarise children's learning at regular intervals. The information staff collect from parents when children first begin at the nursery helps to shape the early assessments, which staff make. Children make good progress and 'wow' moments and daily books chart their successes. Although, this helps to provide consistency for children, staff do not precisely identify their next steps in learning to enable parents to fully extend upon learning at home. The assessments staff carry out enable them to identify if children do not meet expectations in their development. When this is apparent, staff intervene swiftly to access support from other professionals. By developing individual plans for learning and offering one-to-one support, staff enable children with special educational needs and/or disabilities, to make good progress in their development.

The contribution of the early years provision to the well-being of children

Children form close bonds of attachment to their key person. Staff know children well and talk with them about their home lives. Children have time to settle and parents are welcome to stay and play during this period of adjustment. They arrive at the pre-school happy and ready to start learning. The close links with the on-site school and use of the school grounds, help children to become familiar with the environments where most will move on to. Staff establish relationships with other schools children might attend to exchange information and support children. In addition, they help children to become ready for moving onto school by fostering their independence well. Children dress themselves to play outside and take themselves to the toilet and wash their hands. They choose when they eat their snack and serve themselves.

Children are capable and resilient because staff trust them to follow rules. For example, when children play outdoors, they know that they must remain on the playground area. They use tools, such as scissors, confidently because staff teach them how to do this safely. Children take manageable risks as they play on the climbing frame and climb to the top. This instils in children a 'can do' attitude. They delight in their freedom and rise to the responsibilities that they are given. They benefit from fresh air and exercise in all weathers and meet their own personal needs well.

Children are skilful in resolving conflict. They use discussion, such as how long one child has spent using the computer, to negotiate and maintain fairness. These impressive skills, which children acquire, enable them to play within rules and expectations that are understood by all. This creates a warm, safe and harmonious environment where children develop into confident individuals, who have high levels of self-esteem. As staff operate flexible routines, which take into account children's ideas and wishes, they maintain their interest in activities. Children make choices about what they play with because everything they need is close by and easy for them to reach.

The effectiveness of the leadership and management of the early years provision

Staff and committee members know and understand their responsibilities to keep children safe. This is at the heart of their work and staff maintain their knowledge through regular training. Staff use walkie talkies to maintain contact with each other when outdoors and check the identity of visitors to the pre-school. This helps to provide children with a safe environment. Policies and procedures are comprehensive and understood by all. A robust induction procedure ensures that those, who work with children, are fully vetted and suitable to fulfil the role. Staff know the signs and symptoms, which might cause them concern about children's welfare and clear lines for reporting ensure these are suitably passed onto the relevant professional. They undertake risk assessments and check all areas where children play before their arrival to make sure they are safe for use.

Staff at the pre-school work well together as a team. There are clear responsibilities and the committee take an active role in monitoring the work of staff. Supervision sessions and appraisals support staff and enable them to set personal targets. The committee monitor the work of the manager, who in turn, monitors the work of the staff team. There is a plan for training and aspirations amongst the staff team to continue to extend and enhance their knowledge and understanding. Through attending training with other nearby settings, the pre-school is able to share good practice and implement new ways of working to support children further. Self-evaluation reflects the views and wishes of parents. By listening to what parents say, staff have made changes to the pre-school's times of opening and when consultation sessions are held. By successfully addressing recommendations from the previous inspection, staff demonstrate their commitment to ongoing improvements for children.

Parents take an active role in pre-school life. Many choose to join the committee and actively steer the running of the group. The committee are well informed and take their roles seriously. Their dedication and diverse knowledge support staff to fulfil their roles effectively. The manager monitors the quality of teaching and collects data to assess the progress of children as a group to maintain standards. Staff work with a range of other professionals, such as speech and language therapists and portage workers. Their close working with other settings where children attend means that they experience continuity and consistency in their care. Parents are overwhelmingly positive in their discussions about the pre-school and they are keen to express their praise for the staff, who care for

their children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY413991
Local authority	Northamptonshire
Inspection number	851472
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	34
Name of provider	Willow Tree Pre-School Committee
Date of previous inspection	07/07/2011
Telephone number	01908 571252

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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