

The Willows Pre-School

North Bradley C of E Primary School, Church Lane, North Bradley, Trowbridge,
Wiltshire, BA14 0TA



Inspection date	20 April 2015
Previous inspection date	15 October 2010

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

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of the Early Years Foundation Stage and child development. They provide interesting, stimulating and challenging activities, which cover all areas of learning. As a result, children make good progress.
- Staff teach children to manage their independence, confidence, personal needs and social behaviour well. This means children develop many of the key skills necessary for their next stages in their learning and their move to school.
- Children develop healthy lifestyles and strong physical skills. This is because staff ensure that children have regular opportunities to exercise. Staff maintain strong relationships with children and have a very good understanding of how to promote their emotional well-being.
- There are strong partnerships with parents, which means that parents are aware of their children's progress and how they can support their learning at home.
- Staff access support from other professional members of external agencies if needed. This supports families when creating individual plans for children with additional needs or those learning English as an additional language.

It is not yet outstanding because:

- At the start of a session, children sometimes sit for a long period because of the structure of the planned activities. This makes it difficult for some children to maintain their interest, meaning they become unengaged.
- Occasionally, during routines and some adult-led activities, staff do not always make things clear so that children understand fully what is expected of them.

What the setting needs to do to improve further

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

- review the organisation and length of time that children are seated at adult-led carpet time, in order to maintain all children's interest more effectively
- strengthen staff communication methods further to promote children's understanding of changes during the daily routine and of expectations during adult-led activities.

Inspection activities

- The inspector observed children at play both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the provision, at appropriate times, with the manager, staff and children.
- The inspector sampled paperwork such as policies, risk assessments, staff suitability documents and children's profiles.
- The inspector sought the views of parents through discussions and parent questionnaires.

Inspector

Shirelle Norris

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good balance of adult-led and child-initiated activities, which means children are engaged, stimulated and occupied. Children use their creative skills and learn to express themselves freely as they create hand print paintings. Staff seize spontaneous opportunities to teach children to identify colours. They promote mathematical learning well at circle time and encourage children to count each other, and refer to display boards that reinforce this learning. This helps children learn how to compare and identify numbers. During adult-led times, staff teach with confidence. Children learn in age groups, which complements their abilities. They learn about the months of the year, the weather and letters and sounds. However, on occasion, children sit for too long and they lose interest. This means the intended learning is lost for some children.

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

Staff support children's personal, social and emotional development effectively. Children are happy and contented. They learn to value differences and join in with celebrations from their own and other cultures, as they learn about different cultural festivals and celebrations. Staff encourage children to share and take turns as they play. They praise and give encouragement as they interact with children. Staff foster children's independence and self-help skills successfully. They show good consistency into encouraging children to learn to take on responsibilities during many routines. For example, children often serve themselves at snack times. Overall, staff maintain routines well and teach with clear instruction. However, sometimes not all children are aware of expectations. This means they sometimes miss the concept of the activity or the change in routine.

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

The staff and committee fully understand their responsibilities to safeguard children's welfare. They work together to provide a safe and secure environment and understand safeguarding procedures. The manager effectively oversees the delivery of the educational programmes and monitors staff teaching practices. They hold daily discussions to review the planning and routines, in addition to weekly staff meetings. Staff receive good support in their professional development, which enhances their practice, for example, in promoting children's communication skills. The team demonstrates a strong commitment to maintaining continuous improvement. They have addressed recommendations from the previous inspection well to improve children's learning experiences, especially outdoors. Staff have very strong links with the school. Children enjoy regular visits to the school and become familiar with the environment. These close partnerships help to ensure continuity in each child's care and learning.

Setting details

Unique reference number	EY267101
Local authority	Wiltshire
Inspection number	833291
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	64
Name of provider	The Willows Pre-School Committee
Date of previous inspection	15 October 2010
Telephone number	01225769489

The Willows Pre-school opened in 2004. It is run by a voluntary committee and operates from premises in the grounds of North Bradley Church of England Primary School in Wiltshire. The group opens Monday to Friday during school term times from 9am to 3pm. Eight staff members work with the children. The manager has Early Years Professional Status and all other staff have early years qualifications.

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