

# The Willows Preschool

Church Lane, North Bradley, Trowbridge, Wiltshire, BA14 0TA



<b>Inspection date</b>	26 April 2017
Previous inspection date	20 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently good. Children play in a settled and involved way. Children are happy, content and behave well. Staff support them well to make good progress from their starting points.
- Staff use assessment effectively to help children take strides in their development. They use systems well to track children's progress and quickly target any gaps in their learning.
- Staff draw on their wealth of experience and good qualifications to develop positive strategies that effectively support children who have special educational needs. Staff build relationships with parents and other professionals, which provide a joined-up understanding of children's learning and development requirements.
- The manager successfully reflects on and evaluates the quality of the provision. She identifies staff training needs through effective supervision meetings. For example, staff have improved their understanding of how to manage children's behaviour effectively through challenging and interesting outdoor activities.

### It is not yet outstanding because:

- At times, staff do not make the best use of time available for children to play. They tend to interrupt them when they are busy and involved.
- Children do not benefit from many opportunities to represent their creative ideas and explore with a variety of materials.

## What the setting needs to do to improve further

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

- evaluate and improve the daily routine to support children to explore their play ideas more fully
- provide children with more opportunities to explore and investigate with a variety of media and materials.

### Inspection activities

- The inspector observed staff's interactions with children across the setting.
- The inspector looked at documentation, including children's learning journals.
- The inspector spoke with parents and children, and considered their opinions.
- The inspector conducted a joint observation, and a leadership and management meeting, with the manager.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures and child protection issues. The manager has developed a well-informed culture that drives improvement forward. She is skilled at evaluating the quality of the provision and this helps to improve outcomes for children. For example, she has reflected on the quality of the pre-school and introduced resources that engage children outside, such as a new sand pit. Children are well prepared for their move to school. Management and staff have built strong and effective relationships with other settings, helping children to experience continuity.

### Quality of teaching, learning and assessment is good

Staff help children make links in their understanding. For example, children pretend to be builders, make their own constructions and learn to measure wooden planks using tape measures. Staff provide interesting activities and children are keen to take part. For example, children mix flour, salt and water, and are mesmerised as the salt pours like a liquid, and sheds dust in the sunlight. Children make discoveries and experience challenge in their play. For instance, they lift a heavy water bottle and use a funnel before successfully transporting water to a vegetable plot. Children are well supported to improve their mathematical ideas and have a good grasp of numbers. For example, they count corks and stones into dishes, solve problems, and confidently record their answers.

### Personal development, behaviour and welfare are good

Children are settled and interested in their play. Their behaviour is good and they work well together. For example, they discuss how best to use brooms to sweep up sand and stones. Staff support children's self-chosen play to extend their learning well. For example, children enjoyed making pretend sandwiches and staff helped them to work out how many they needed and how heavy the sandwiches were. Staff promote children's emotional well-being effectively. For instance, they encourage children's efforts and praise their success in tasks. Children develop an understanding of healthy lifestyles and enjoy plenty of fresh air and exercise.

### Outcomes for children are good

Children are eager to learn and take part. They make decisions and play with good levels of independence. Older children are respectful and learn about the world around them. For example, they handle an insect gently and carefully, and improve their understanding of numbers as they count its legs. Children are confident, making strong relationships with their special key person and with each other.

## Setting details

<b>Unique reference number</b>	EY267101
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1091765
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Willows Pre-School Committee
<b>Registered person unique reference number</b>	RP906635
<b>Date of previous inspection</b>	20 April 2015
<b>Telephone number</b>	01225 769489

The Willows Pre-school opened in 2004. It is in North Bradley in Wiltshire. The group opens Monday to Friday during school term times from 9am to 3pm. Seven staff members work with the children. The manager has early years professional status and five staff hold early years qualifications at level 3.

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