

The Willow Tree Nursery School

Bidford-on-Avon Primary School, Bramley Way, Bidford-on-Avon, ALCESTER, Warwickshire, B50 4QG

Inspection date

04/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are fully safeguarded and their care, learning and development needs are fully understood and met as a result of the well-established, professional relationships between the providers and staff and parents, carers, the school and external agencies.
- Children are enthusiastic, purposeful and imaginative learners. They relish the most interesting surroundings and stimulating, relevant activities planned by the providers and staff who take full account of every child's developmental needs and interests.
- Children are settled, well behaved and increasingly confident, responding to the providers' and staff's calm reassurance, clear realistic expectations and consistent encouragement.

It is not yet outstanding because

- Occasionally, staff do not make the best use of additional resources, props and questions to extend children's understanding and involvement during stories and group discussions.
- There are well-established systems for assessing staff's teaching and promoting their professional development but individual targets for improvement are not always followed up to ensure all teaching is consistently inspirational.

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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 playroom and the outside learning area.
- The inspector carried out a joint observation with the provider who is also the manager.
- The inspector held meetings with the two providers and the deputy headteacher and a reception class teacher from the school.
- The inspector spoke to the staff and children through the inspection.
- The inspector looked at examples of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at and discussed the provider's plans for improvement.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in a recent parent survey.
- The inspector was accompanied by another inspector.

Inspector

Rachel Wyatt

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Full report**Information about the setting**

The Willow Tree Nursery School was registered in 2014 and is on the Early Years Register. It is situated in purpose built premises located within Bidford-on-Avon Primary School in Bidford-on-Avon, Warwickshire. The nursery school is managed by The Willow Tree Nursery School Bidford Ltd. It serves the local area and is accessible to all children. The nursery school operates from one main base room and there is an enclosed area available for outdoor play. Children have opportunities to use other school facilities. The nursery school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery school is open each weekday from 8.50am to 3.30pm, term time only. Children attend for a variety of sessions. There are currently 36 children aged between two and four years on roll. The nursery school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are close links with the school.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance children's involvement, recall and thinking during story times and group discussions, for example, by making better use of visual aids, props and open-ended questions

- enhance the already well-established staff performance and development procedures by consistently supporting staff in addressing their individual targets for improvement.

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

The providers and staff plan and organise an exciting and relevant educational programme for children. They make good use of their regular observations to accurately assess where children are in their development and use this information to effectively plan for each child's next steps in learning and interests. The adults also create a most welcoming, stimulating and well-resourced learning environment, which together with their effective teaching, promotes children's active engagement and purposeful learning. As a result, children become confident, attentive and imaginative learners who are well prepared for school. Overall they make good, and in some cases outstanding, progress in relation to their starting points.

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The providers and staff are skilled teachers. They generally interact well with children encouraging them to try things out, to persevere and to express themselves. Adults are usually very effective in encouraging children to be attentive listeners and to take turns in speaking. Their explanations and questions promote children's understanding and extend their vocabulary. There are many lively discussions during activities as children confidently describe what they are doing, recall events and ask and answer questions. However, occasionally, staff miss the opportunity to use props or questions to enhance children's appreciation of a story or to extend their thinking and problem solving during group discussions. In other respects, the providers and staff are adept at identifying children who need additional support to develop their understanding and speech. They work effectively with parents, the school and external agencies to provide tailored support and appropriate resources. In addition, together with parents they devise helpful visual aids, such as a picture dictionary, to help children with speech and language delay or who speak English as an additional language to understand and to be understood. Other visual aids are used successfully to promote children's attentive listening and good sitting.

The providers and staff successfully help children to join in and enjoy the many interesting activities. They recognise that currently children who attend are either new or have returned to the nursery school after a break. At the start of the morning and afternoon sessions the staff talk to and show children the different activities they have set up. When planning activities, especially at the start of a new term, they take account of parents' views about what children enjoy doing so they can include these interests in the selection of toys, resources and books provided. As a result, children are keen to take part and are soon become confident about learning independently and with others. The inviting layout, accessibility of resources and sensitive support from the staff also encourage children to be confident to try things out for themselves. For instance, they eagerly experiment on their own or with others as they move along and balance on some sturdy plastic 'stepping stones'. A member of staff then helps them to set these up in a different way to follow up a child's idea and to make the activity more challenging.

Children relish the many opportunities to investigate and experiment. For instance, the fun 'mud kitchen' featuring water, soil and a selection of spoons and containers has stimulated plenty of conversation and imaginative play. Children who are reluctant to get messy also get involved. There is a buzz of conversation as children describe the 'soup' and 'stew' they are making. Children enjoy building with pallets, tyres and other large scale materials, for instance, making a 'water tower' or a den or an obstacle course. Adults discreetly join in to help children in working out how to fix things together or to incorporate a new feature.

Carefully-presented resources plus an adult's involvement, help children to develop their emergent writing, recognise letters and symbols and solve simple problems. The providers have extended the range of real and pretend information technology equipment enabling children to become confident and skilled in using a variety of resources. They complete simple computer programmes, take photographs on sturdy cameras and use different radio controlled or battery operated toys. Children follow up these skills in their imaginative play, for instance, busily using a selection of 'office equipment', such as different keyboards in an outdoor role play activity.

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The providers and staff work very successfully with parents, the school and external agencies to support children's learning and development. Parents' and carers' views about their children's interests and skills are welcomed. The information contained in children's 'All about me' records help staff to plan for children's interests and to begin to identify their individual starting points and next steps in learning. Thereafter, there is a frequent dialogue between the providers, staff and families about children's activities, achievements and individual learning priorities. This includes exchanging information via children's communication books, parents and key persons discussing children's progress and parents having further information about activities through displays and newsletters. They are encouraged to follow up their children's learning at home, for instance, helping their child to talk about and make posters featuring their favourite foods and what they like to play with at home.

There are mutually appreciated and effective links with the school. The providers and reception class staff work together to arrange shared activities and to ensure nursery school children's needs are fully understood when they start school. The nursery school providers and deputy headteacher share their expertise in working with children with special educational needs and/or disabilities, to put in place well-targeted support and strategies to help these children to make the best possible progress.

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

There are highly effective strategies to help children settle, to become confident and to thoroughly enjoy being at the nursery school. An effective key-person system means staff quickly get to know children and fully understand and meet their individual care, learning and development needs. Parents are reassured by this and appreciate regular opportunities to talk to their child's key person or her colleagues about their child's interests, characteristics and needs. The providers and staff make sure they reflect this information in the toys, books and activities they provide, helping children to soon develop a positive sense of belonging. This and the adults' kind and reassuring manner and the most inviting, child-friendly surroundings, all help to promote children's growing confidence in their new surroundings. The providers and staff also make sure children know what is happening next so they soon become familiar with daily routines and what is expected of them. All adults are approachable and receptive to the way children are reacting. They calmly reassure any children who are upset and sensitively agree strategies to settle them with their parents. As a result, all children are soon happily engaged in activities and starting to join in with other children as well as with the adults.

These effective settling-in arrangements underpin the providers' and staff's commitment to ensuring all children are emotionally and socially well prepared for their future learning. For instance, the most inviting layout of the nursery school activities and the storage and presentation of resources promote children's choices, independence and ideas. They are also able to locate and look after their possessions and increasingly manage different aspects of their self-care. The providers and staff imaginatively help children to be more self-reliant, for instance, in seeing to their personal care while ensuring they reinforce important messages about health and safety. Children are already fully aware of the

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location and how they should use the toilet and hand washing facilities. For example, the providers' role modelling of good hand washing and hand drying captivates the children as well as effectively reminding them about good hygiene.

Children are very well behaved. The providers and staff provide plenty of practical opportunities to reinforce good behaviour, for instance, when they and the children sing a song about good manners before they have their snack. They involve the children in talking about and demonstrating positive behaviour, such as good sitting and listening. Older children are encouraged to help their younger peers, for instance, to join in songs and rhymes. Children enjoy taking responsibility for putting away the register and the pen used by the member of staff.

The providers and staff are committed to providing a safe and secure environment for children. They regularly check that all areas and equipment used by the children are safe and suitable. The providers and staff also ably support children in talking and thinking about different aspects of safety and security. For example, when they celebrate a child's birthday, they all discuss the safe use of matches. During circle time discussions staff and children talk about which areas of the nursery school children are not allowed to enter. Children confidently explain the meaning of the 'no entry' signs and the reasons why they do not go into the kitchen, office or school.

The providers and staff foster children's awareness of how to be healthy in practical meaningful ways. Apart from consistently encouraging their independence and good hygiene during toileting and hand washing, they support children in understanding about the benefits of eating well and being active. Children make healthy choices about what they eat and drink during snack times and are encouraged to have regular drinks of water. They have enjoyed growing and harvesting different vegetables and they and the staff often discuss foods that are good for them. Children relish being outside. There they confidently use a range of physical apparatus and wheeled toys. Children safely manage the equipment with confidence and control. Staff help them to make more complicated routes for wheeled toys to extend their spatial awareness and steering or to create more complex obstacle courses in order to further develop their balancing skills.

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

Children are fully safeguarded. The providers and staff understand their roles and responsibilities relating to protecting children from harm. They attend regular safeguarding training and follow the nursery school's safeguarding policies and the Local Safeguarding Children Board guidance, which is clearly displayed for parents' reference. The providers and staff consistently monitor children's welfare and take prompt appropriate action if they have any concerns about a child or children's well-being. They work confidently and conscientiously with external agencies to support vulnerable families and to minimise the risks of further harm to children. The providers also carefully follow documentation requirements to ensure they have all required information about children and their families. This includes finding out about who can have access to children and who can

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collect them. Parents and carers are reassured as they have a wealth of helpful information about how the nursery school is registered and operates.

The providers and staff are passionate about their work with children and consistently strive to offer a flexible, high quality provision for them and their families. They consistently reflect on the impact of activities, routines and procedures on children's care, learning and development and successfully drive improvement, taking account of parents', carers' and children's views. As a result, the providers and staff have created a welcoming, inclusive provision where parents and children feel listened to and valued. For example, the varied ways of sharing information with parents are in part in response to their feedback about how they want to be informed about their children's activities, routines and achievements. In addition, the providers give parents regular updates about proposed or completed improvements. Children's views and needs are an integral part of the planning and organisation of activities and resources and the providers and staff consistently reflect on how children respond to these. This has, for example, influenced their recent review of the organisation and presentation of learning areas, their ongoing development of outdoor sensory areas and their provision of additional resources for two-year-old children.

As part of an ongoing programme of improvement, the providers have well-established procedures for monitoring the quality of teaching and of the educational programme. Consistent evaluations of focus activities and tracking of children's progress enable them and the staff to quickly identify and address any gaps in children's learning and development or the educational programme. Regular peer observations enable the providers and staff to review the quality of teaching and to set targets for improvement. Occasionally, opportunities are missed to consistently follow up these suggestions for improving teaching. However, overall the providers have implemented a well thought out programme of training for staff as well as individual mentoring. This ensures the quality of teaching is at least good and that everyone has the knowledge and expertise to implement the providers' plans for improvement.

The providers and staff are professional and conscientious in their work with parents, the school, other providers and external agencies. As a result, they fully understand and meet each child's needs and, when necessary, they take prompt appropriate action to safeguard vulnerable children's welfare. Effective relationships are formed with parents and carers from the time their children start. The providers, staff and families successfully work together to settle children, to promote their good health and well-being and to support their ongoing development. Good information sharing between the nursery school and other providers help to ensure consistency when children move in from another early years setting or move elsewhere. The close links between the nursery school and primary school result in staff from both settings sharing their professional expertise to ensure early intervention and tailored support for vulnerable children and for those with special educational needs and/or disabilities. In addition, children make smooth transitions into full-time education because they are familiar with the school's surroundings and routines and teachers are well informed about their learning and development needs.

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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.

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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	EY470593
Local authority	Warwickshire
Inspection number	956181
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	36
Name of provider	The Willow Tree Nursery School Bidford Limited
Date of previous inspection	not applicable
Telephone number	01789 773041

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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

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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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