

# The Willow Tree Nursery School

Inspection report for early years provision

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**Unique reference number**

EY408190

**Inspection date**

12/10/2010

**Inspector**

Jill Nugent

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

The Willow Tree Nursery School registered in 2010. It operates from a vestry hall attached to a church in Wendell Park in the London borough of Hammersmith and Fulham. Access to the building is at ground level via two steps or a ramp. Children have use of the hall and a secure outdoor play area. The setting is open from 9am until 4pm every week day during term time.

The nursery school is registered on the Early Years Register. A maximum of 20 children between the ages of two and five may attend the nursery at any one time. Currently there are eight children in the early years age group on roll. The nursery school supports children who have special educational needs and those who speak English as an additional language. There are currently two staff employed to work with the children. Both staff hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery school offers a safe and inclusive provision for children where they enjoy a variety of learning experiences in a stimulating play environment. Children's welfare is promoted effectively as staff adhere to appropriate procedures regarding health and safety. Staff are proactive in engaging with parents, thereby encouraging them to become involved in their children's learning. Staff work well as a team and actively pursue training opportunities in order to continually improve the outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop effective monitoring and evaluation systems in order to maintain the quality of the provision
- establish the system of observational assessment to ensure that all children's learning needs are met
- introduce a system of appraisals for all members of staff.

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

The nursery school is managed efficiently by the two co-leaders and all the necessary documentation is in place. Staff ensure that children are safeguarded in the setting through their close attention to detail. Thorough risk assessments are carried out and all potential risks on the premises are minimised. The equipment and resources are well organised so that children can move freely and safely

around the setting. Children are well supervised when using the outdoor play area. Staff have a good understanding of child protection issues and know what to do if they have any concerns.

Since opening the nursery school the leaders have worked hard to set up an attractive play environment for children, both indoors and outdoors, so that there is a wide selection of play activities on offer. They have attended various training courses and are keen to access more training events, although there is not yet a staff appraisal system in place to support them in their professional development.

The leaders have relevant targets in place for improving the overall provision for children, for example, the development of the outdoor play area and the partnership with parents. They meet regularly for discussion and take opportunities to seek the advice of fellow professionals. However, they do not yet have effective systems in place to monitor and evaluate all aspects of their childcare practice.

Staff make excellent use of the available space to arrange a variety of resources and displays. Children enjoy easy access to good quality toys, books and play equipment. A flexible routine works well in providing a balance of free-choice and adult-led activities, as well as time to enjoy the outdoor area. Children are actively engaged in play and benefit from the learning experiences offered both individually and at group times. Staff are aware of children's needs and consequently children are encouraged to feel valued and develop a sense of belonging in the setting.

Parents receive useful information about the nursery school and its educational provision. Staff exchange information with parents daily in conversation and maintain weekly link books so that parents are able to contribute their comments and suggestions. There are opportunities for staff to update parents on their children's progress through sharing individual observation profiles. Staff are aware of the need for a consistent approach to children's learning and they work in partnership with other professionals to provide extra support if necessary.

## **The quality and standards of the early years provision and outcomes for children**

Children show much interest in the activities on offer and enjoy the company of adults as they explore and investigate. For example, they have fun playing with conkers, shiny stars and play dough or preparing 'meals' in the home corner. Staff enhance children's play through their support and interaction. In this way children develop good communication skills and increase their awareness of numbers and problem solving. Staff follow up children's interests, responding to their requests and asking open-ended questions which encourage them to think. Children especially like to be creative, excitedly exploring materials and tools as they make pictures and models.

Children quickly develop close relationships with staff and gain self-confidence. They are aware of their boundaries within the setting and respond positively to staff's instructions. They are encouraged by much praise and consequently their

behaviour is very good. Staff are reassuring in their approach and help children to feel safe in their care. They remind children how to keep themselves safe in different situations. Children learn to respect the natural environment and have good opportunities to find out about different cultural and religious festivals.

There is a comprehensive system of observational assessment in place, enabling staff to plan activities which move children on in their learning. However, this is not yet fully established so that all children's individual learning needs are met effectively. Staff are particularly adept at helping children to gain skills for the future. Their planning is based on themes which link together different learning experiences. As a result children learn to make connections themselves and acquire new skills in the key areas of literacy and numeracy. For example, children learn about counting to 'five' when creating a collage of five ducks. Staff then reinforce and extend this learning by creating situations for children to practise their skill.

Children learn to adopt healthy lifestyles as they enjoy physical activities outdoors. They gain control and coordination as they run, push, jump and hide. They especially enjoy a sand pit and wild area which encourage exploration and conversation. Indoors children learn to manipulate tools and mark-make, developing good hand eye coordination. At snack times staff provide a variety of healthy and nutritious snacks. They remind children about good hygiene practices, such as hand washing. Children enjoy the social aspects of group times as they listen to stories together and sing songs. They are happy in the setting and make good progress towards the early learning goals.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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