

# Willowdene Nursery School

Inspection report for early years provision

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**Unique reference number** 507837  
**Inspection date** 16/01/2012  
**Inspector** Mandy Gannon

**Setting address** 42 Reading Road, Chineham, Basingstoke, Hampshire,  
RG24 8LT  
**Telephone number** 01256 324191  
**Email**  
**Type of setting** Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Willowdene Nursery School is privately owned and opened in 1990. It offers sessional and full day care, before and after school care, and a holiday club. The setting operates from the ground floor of a house that has been adapted to provide nursery accommodation in Chineham, Basingstoke. Children share access to a secure enclosed outdoor play area. The nursery has a cat and guinea pigs. A maximum of 38 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

There are currently 112 children on roll, all in the early years age group. This includes 57 funded three and four year olds. The nursery currently supports children with learning difficulties and or disabilities and children who have English as an additional language.

The nursery employs eight members of staff of whom eight hold appropriate early years qualifications. One member of staff is currently working towards a qualification and another is currently undertaking her Foundation Degree. All staff hold paediatric first aid certificates.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management of the setting evaluates practice well and therefore the capacity to make continuous improvement is strong. Children's safety may be compromised as the setting is in breach of a legal requirement in relation to risk assessments. However, children are happy and settled in the warm, welcoming environment where they build positive relationships with staff and their friends. Children are interested and involved in a wide range of activities and make successful strides in their learning and development. Partnership with other professionals is a strength of the setting where regular communication and working together successfully identifies the child's next steps.

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

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises ( Suitable premises, environment and equipment) ( also applies to both parts of the Childcare Register) 30/01/2012
- maintain records, policies and procedures required for 30/01/2012

the safe and efficient management of the setting and to meet the needs of all the children (Documentation)

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

- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- further develop opportunities for children's free choice in all areas in order to meet individual needs.

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

Children are sufficiently safeguarded as required information and documentation is in place. However, risk assessments are not completed and reviewed on a regular basis, and do not include new areas of the premises. A safeguarding policy is in place informing parents of the nursery's role in reporting child protection concerns and staff have a clear understanding of the procedures to follow. Policies and procedures are in place and shared with parents. Appraisal systems are used to identify staff's strengths and areas for further development and training. Effective recruitment procedures are in place to ensure staff are suitable to work with children. Evaluation of the nursery takes into account the views of staff and parents. As a result leadership and management of the setting is well placed to plan for continuous improvement.

Children enjoy making choices and decisions from a wide range of toys and resources suitable for their age and stage of development. The organisation of staff enable them to support children in different areas in the setting where they have planned designated areas of responsibility. However, the setting does not always plan effectively for staff absences, restricting children's choice to go outside. The staff's commitment to promoting equality and diversity is adequate. Positive images of other cultures, ethnicity and festivals are in place. Although, more could be done to meet the needs of some of the children in the setting as the individual needs of some children are not met consistently. The setting supports most of the children with learning difficulties and/ or disabilities well and make changes in order to meet individual needs. Although, staff are not always aware of other languages spoken at home, and of children who speak two languages. Therefore they do not show that linguistic diversity is fully valued.

Positive relationships are formed with parents who value regular communication from the staff through daily discussions, diaries, newsletters and notices. Staff have a sound understanding of children's starting points. All parents spoken to at the inspection praise the setting and were positive about the care their child receive and how well they progress. Detailed learning journeys are available to see at all times, which parents enjoy looking at, and many parents contribute their own observations and photographs from home. Successful links are made with other providers as the setting has devised a link book which goes between all the settings. The staff enthusiastically work with other professionals and agencies in

order to support children with additional needs.

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

Children feel safe and emotionally secure at the nursery, although their safety may be compromised as a result of the breach in requirements. Children make choices from toys and resources stored in low level labelled boxes. Babies confidently explore the environment, they respond to the positive interaction and encouragement of staff that are very aware of their needs as they follow their individual routines. Babies investigate toys as they work out cause and effect repeatedly pressing a button; they enjoy musical instruments and excitedly shake the bells. Children successfully use numbers as they play number games on the interactive whiteboard, and count the number of trains on their track. Children skilfully use and are able to negotiate computer programmes on the interactive whiteboard; they patiently wait their turn through the use of a sand timer.

Children explore the world around them through a broad range of activities. For example, ice cubes are placed on the table outside on a cold day to see if they will melt, snow and icicle play with the small world animals that reflect their habitat are in the tray inside. Children are interested and motivated as they choose toys they wish to play with. However, staff organise many set group times, such as stories, welcome time, key group times and a quiet time after lunch. This limits children's freedom to make independent choices throughout the session. Staff have an accurate understanding of the Early Years Foundation Stage, although documentation has been recently reviewed and staff are developing their use of these documents.

Children benefit from balanced, nutritious meals and snacks. Children are actively involved in the preparation of snack, as they cut up cheese and confidently access a drink and serve themselves in the cafe style snack bar. Mealtimes are a social occasion as staff sit with the children. Appropriate standards of hygiene are maintained as staff follow effective hygiene practices. For example, children's bed linen is stored individually; staff wash their hands after wiping noses and follow sensible procedures when changing nappies. Older children use antibacterial gel as they arrive in the setting to minimise the spread of infection and effective hand washing procedures are followed. An exciting outside area is available, although children do not always access the fresh air daily. Children learn how to keep themselves safe through their play, as they are reminded they cannot ride the bikes this morning as it is icy and slippery.

Children build positive relationships with one another and the staff. Children develop a clear sense of belonging as they follow familiar routines. They are aware of expected behaviour, stopping immediately when the tambourine is shaken, working well together in tidying up. Children are developing their understanding of other's needs as they take turns.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	2
The effectiveness of the setting's engagement with parents and carers	3

### 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	3
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Premises, environment and equipment) 30/01/2012
- take action specified in the early years part of the report (Promoting good health) 30/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Premises, environment and equipment) 30/01/2012
- take action as specified in the early years part of the report (Promoting good health) 30/01/2012