

Willow Tree Pre School

The Green, Deanshanger, MILTON KEYNES, MK19 6HJ



Inspection date	17 April 2018
Previous inspection date	7 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are warm and welcoming towards children. Children enjoy their time in the busy and well-organised pre-school. Children engage well with the wide range of stimulating activities that caters for their interests and supports their learning.
- Overall, all children make good progress relative to their starting points.
- Staff skilfully support children's emotional well-being. They nurture children's self-esteem and help them develop a strong sense of belonging. For example, children proudly tell the whole group of children about their newly learnt skills, such as riding a two-wheeled bicycle at home.
- Staff establish strong partnerships with parents that support consistency in children's learning and care. They provide parents with a wealth of information about their children's progress, activities and identified next steps in learning. They give parents ideas to help them extend their children's learning at home.
- The new acting manager seeks and acts on local authority advice to help ensure the setting continues to provide a good service for families and meets requirements.

It is not yet outstanding because:

- Planning for older and most-able children's learning does not fully support them to make the best progress they can.
- The manager does not always ensure that all recorded tracking information is accurate to enable her to fully monitor children's progress, particularly different groups of learners, to help raise children's outcomes to the highest level.

What the setting needs to do to improve further

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

- plan more ambitiously for older and most-able children's learning to help them reach the best outcomes they can
- support staff's use of the assessment and tracking systems to obtain a more precise analysis of the impact of teaching and any intervention needed for different groups of children to help ensure children make consistently outstanding progress.

Inspection activities

- The inspector spoke to staff and children at appropriate times.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed children's learning.
- The inspector considered the written and verbal views of parents and carers.
- The inspector and the manager completed a joint observation and considered the manager's self-evaluation.
- The inspector spoke to the staff and held a meeting with the manager. She looked at relevant documentation, including the self-evaluation form, records of children's learning and development, a selection of policies and procedures, and risk assessments.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff are alert to signs that may indicate a child protection concern. She checks that staff know the procedures to follow to report any such concerns, including whistleblowing procedures. The manager works well in partnership with other professionals who are involved in safeguarding children. Staff benefit from regular opportunities to strengthen their knowledge and skills. The manager carries out regular supervisions and observations to help staff improve their practice. As a result of training, staff have strengthened their support for children's mathematical skills. The manager considers the views of the onsite school, parents and children in her evaluations. Parents express their delight in the support staff offer their children and the provided activities. The manager ensures that children who need additional support close their gaps in learning.

Quality of teaching, learning and assessment is good

Staff are imaginative in their use of toys and resources. They use their good knowledge of children to ensure they develop all areas of learning. For example, children who are reluctant to play outside enjoy exploring the fairy garden area. Children who do not like drawing inside at tables enjoy many opportunities to draw outside on a large scale. They enthusiastically tell staff simple stories about their drawings. Staff provide many opportunities for children to gain early literacy and mathematical skills. They support children's communication and language well. Staff comment on children's play and develop their conversations effectively. They offer simple explanations that support children's understanding the world.

Personal development, behaviour and welfare are good

Staff help children learn about to value each other's similarities and differences. Children celebrate each other's birthdays and talk about taking part in Easter-themed activities. They help children meet high expectations for behaviour and develop good-social skills. Children participate in many experiences that support a healthy lifestyle. For instance, they enjoy energetic planned play and learn to wash their hands before eating. Staff provide good levels of supervision for children. For example, staff are very observant of children at mealtimes and during their use of challenging play equipment.

Outcomes for children are good

Overall, children prepare well for the next stage in their learning, including their move on to school. They develop independence in self-care and confidence. They communicate well and develop positive attitudes to learning. Children close any gaps in their development. They listen extremely well in some group activities, such as when they have to match a sound to the musical instruments displayed.

Setting details

Unique reference number	EY413991
Local authority	Northamptonshire
Inspection number	1105154
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	28
Number of children on roll	42
Name of registered person	Willow Tree Pre-School (Milton Keynes) Committee
Registered person unique reference number	RP904840
Date of previous inspection	7 November 2014
Telephone number	01908 571252

Willow Tree Pre School registered in 2010. The pre-school employs nine part-time members of childcare staff, of whom six hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am, with the facility to stay for lunch from 11.30am until 12 midday, and from 12 midday until 3pm.

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