

Willow Tree Pre School

Timperley Woodlands Church, Woodlands Parkway, Timperley,
Altrincham WA15 7QT



Inspection date	17 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 work in close partnership with parents to help children make a positive start to their learning. They promote a shared approach to children's care and learning. Parents speak warmly of the guidance and support they receive.
- The manager and her team are energetic, enthusiastic and passionate about the work that they do. They work together to inspire young minds and provide extensive opportunities for children to explore, develop and learn in a homely and safe environment.
- Staff accurately assess children's achievements and stages of development. They identify any gaps or delays in children's learning. They are proactive in seeking any additional support children require and work well with other professionals. They make good use of any additional funding for children.
- Children are happy, sociable and have good relationships with staff and each other. Staff know the children well and talk confidently about children's interests. This helps to support children's emotional well-being.
- Staff promote children's language and early communication skills especially well. They engage children in meaningful conversation and introduce new words to extend children's vocabulary.
- The manager has not created sharply targeted opportunities for staff to share their skills and expertise to help to raise the quality of teaching to the highest level.
- The manager has a process for self-evaluation and gathers the views of others. However, she does not use this to precisely identify opportunities for development to help them raise the quality of provision to a higher level.

What the setting needs to do to improve further

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

- develop staff supervision and target more precisely opportunities for staff to share best practice across the team and learn from each other
- extend existing self-evaluation procedures and focus more precisely on what needs to be done next to drive improvements to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the possible signs of abuse. They know what action to take if they have concerns about a child's welfare. The manager ensures all staff are suitable for their roles and that recruitment procedures are robust. Staff ensure arrival and departure procedures are secure and maintain accurate attendance records. They complete daily checks on the indoor and outdoor environments to minimise any possible risks to children. All staff hold a paediatric first-aid qualification. Staff implement effective arrangements for dealing with accidents and incidents. The manager carries out a thorough audit of all accidents and makes any necessary changes to practice if she identifies any issues. Overall, staff receive good support from the manager. She completes regular supervision meetings with staff to identify their training needs. For example, staff have recently completed training for communication and language, and use this new knowledge to assess their younger children's progress.

Quality of teaching, learning and assessment is good

Children confidently explore the different areas within the pre-school, choosing where they would like to play. Staff lead adult-led and focused activities, such as circle time, with enthusiasm. For example, staff role model singing and actions as they pat, roll and squeeze play dough during a 'hand strengthening' session. Staff ignite children's imaginations as they find seeds left by the garden fairies for them to plant. Children learn how to care for and plant the seeds, exploring their senses as they feel the texture of the soil and fill the watering cans. They have plenty opportunities to develop their mark-making skills. For example, older children write their own name label to stick onto their plant pot, and younger children enjoy painting at the easel.

Personal development, behaviour and welfare are good

Children enter the pre-school confidently and separate from their parents and carers with ease. They quickly become engrossed in purposeful play with their friends. Children are provided with good opportunities to practise their physical skills in the well-equipped outdoor area. They have respect for each other and play cooperatively. For example, children use egg timers and wait patiently for their turn on the rope swing and ladder. Staff praise children's efforts and encourage them to 'have a go' and refine these difficult skills.

Outcomes for children are good

Children of all ages flourish with confidence and develop the skills they require for their next phase of learning, including school. They develop good listening and attention skills as they follow instructions at tidy-up time. Children eagerly answer questions and share their thoughts and ideas in the group. They learn to problem solve and engage for sustained periods of time during activities, showing good levels of concentration and involvement.

Setting details

Unique reference number	EY543459
Local authority	Trafford
Inspection number	10090309
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	38
Name of registered person	Willow Tree Pre-School Limited
Registered person unique reference number	RP535379
Date of previous inspection	Not applicable
Telephone number	07443495666

Willow Tree Pre School registered in 2017. The pre-school employs 10 members of childcare staff. Of these, one member of staff has early years teacher status and seven members of staff hold appropriate early years qualifications between level 2 and 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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