

Inspection of Willow Tree Day Nursery

18a Cottingham Way, Thrapston, Kettering NN14 4PL

Inspection date: 22 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this homely and welcoming nursery. Staff offer children warm and cheerful greetings when they arrive, supporting children to settle quickly into play. Staff get to know children and their families well, building caring relationships and helping children feel safe and secure.

Staff provide a broad curriculum that is ambitious for all children. It builds on children's previous knowledge and promotes their curiosity and exploration. For example, babies are introduced to many sensory experiences, such as using their hands to mix dry paint with water, which helps them to notice the marks they make. Children play outside daily and enjoy using a range of equipment that supports their developing muscle control and coordination. For example, children skilfully balance as they hop from log to log, counting out loud as they hop. Staff offer lots praise and encouragement as children try hard and concentrate as they balance.

Staff are positive role models for children. Children are friendly, sociable and behave well. They interact well with each other and staff and cooperate during play. For instance, children work together to find 'treasure' in the garden using the maps they have previously drawn. Staff reinforce rules and expectations consistently. For example, children are reminded to listen when others are talking and to share with each other and be kind.

What does the early years setting do well and what does it need to do better?

- The curriculum is well embedded and is delivered well by all staff. It captures children's interests and reflects their growing skills. Staff use their knowledge and interactions to create a rich learning environment for children. However, some staff have a more confident knowledge than others. This results in some inconsistencies in the quality of interactions that children receive. However, all children make good progress in their learning and enjoy their time at nursery.
- Parents are happy with the care that children receive. They report that the close relationships they develop with staff at the nursery help their children to feel happy and safe. Staff provide parents with daily updates about their child's day and offer support for when children are reaching milestones, such as potty training or moving to school. However, parents are not all made aware of what the focus is for their child's next steps in learning or how they could continue to support learning at home.
- Staff know their key children well and the skills they need to learn next. They regularly monitor the progress children make to identify any gaps in their learning. Children with special educational needs and/or disabilities (SEND) are supported well. Staff recognise and know how to report concerns about a child's

development. They work well with other agencies to help children and families get the advice and support they need.

- Staff plan outings in the local area. This helps children to develop an awareness of the world beyond the nursery and their homes. For example, children walk to the local park, where they learn about road safety and develop their physical skills. Staff ensure that they carry out thorough risk assessments of the places children will visit shortly before they go. They help children to understand possible risks when they are out, teaching children to keep themselves safe.
- Staff promote children's language and communication skills well. They speak clearly, modelling words and speech and commenting on what children are doing. Stories and singing are used throughout the nursery to promote children's language skills. Children are encouraged to offer opinions on what happens or what could happen next. This helps them to engage in stories and develop a love of books.
- Staff support children's mathematical learning well. Children learn about numbers, amounts, colours and size through a variety of activities. They hear a range of mathematical language, such as 'more' and 'less', as they play. Staff and children count items to match numbers. This helps to support children's understanding of mathematics and give numbers context.
- Staff encourage children's early independence during daily routines. For example, older children set their own places for lunch, including pouring their own drinks. Babies confidently feed themselves using spoons. All children move around the rooms making their own decisions on what they want to play with. This shows that children are confident and comfortable in the nursery environment.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff knowledge to further enhance interactions with children taking learning to the next level
- ensure all parents are aware of children's next steps in their learning and development so that they can support these at home.

Setting details

Unique reference number	2675909
Local authority	North Northamptonshire
Inspection number	10343012
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	63
Name of registered person	Cumbridge, Syreeta
Registered person unique reference number	2675907
Telephone number	07389715676
Date of previous inspection	Not applicable

Information about this early years setting

Willow Tree Day Nursery is located in Thrapston, Kettering and registered in 2022. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024