

Inspection of Willow Childcare & Training

Fairfield Bungalow, Wellin Lane, Edwalton, Nottingham, Nottinghamshire NG12 4AS

Inspection date: 24 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this extremely well-organised and superbly managed setting. Staff are incredibly dedicated. They make sure that all children, including disadvantaged children or those with special educational needs and/or disabilities (SEND), achieve their highest potential.

All staff understand and implement a curriculum based on supporting children's communication and language skills. The curriculum is highly effective. Children behave impeccably and listen attentively as staff read them a story. They show fantastic understanding and demonstrate a wide-ranging vocabulary. Children explain to their friends that an 'orchestra' is for everyone to play music together.

Staff value children's individual backgrounds, characters and talents. One child tells his friend that they have differences from each other, but that they are all special. Children demonstrate a strong sense of belonging to their local and wider community. They compare the logos on their football shirts and work out that although they are both from Nottingham, they are both from England too.

Leaders use additional funding superbly well to support children and their families. Staff are experts in their knowledge of child development. They use this expertise to help identify any concerns they may have about children's progress. Staff work in partnership with parents to seek additional help for children when this is needed. Parents are highly appreciative of the effort staff make with their children, particularly those with SEND. Parents state that they feel so assured leaving their child at the setting that it is like leaving them with a family member.

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

- Staff provide superb support for children's communication and language skills. They encourage even the youngest children to take part in two-way conversations. Staff explain to children what 'static' means when their hair stands on end as they play under a parachute. Staff model the correct use of grammar and help children learn how to form sentences of their own. Children are extremely confident communicators.
- The curriculum for mathematics is highly effective. All staff introduce counting, discussions about shape and capacity through their interactions with children throughout the day. A child correctly identifies that if he places two triangles together, he can make a rectangle. Children share their 'teddy bear's picnic' rectangular sandwiches and discuss how the square sandwich is cut into rectangles before they eat it. Staff confidently understand how to embed mathematical discussion to support children's learning skilfully.
- Staff and leaders take time to get to know the children and families before they

start at the setting. All children, regardless of their background or family circumstances, are made to feel welcome. For example, children recently learned about a Thai candle festival and how important it was for some who attend the setting. Leaders ensure that children's individuality is celebrated and cherished.

- Staff teach children how to be kind and helpful to their friends. This is embedded in children's behaviour with staff and with each other. As one child struggled to maintain their balance while standing on some tyres in the garden, another child came to help. He put out his hand to steady her and guided her along until she reached the slide. All children at the setting are learning to have exceptional manners and to behave extremely well.
- Leaders have implemented a secure system of professional development for the staff team. Staff state that they feel incredibly well supported by leaders. One staff member commented that she 'just loves her job'. Leaders are sharply aware of the pressures on staff workload and offer a wealth of guidance and training for all staff. This helps to ensure that the quality of the education and care provided is extremely high.
- Staff support children in developing positive attitudes to learning. When younger children begin to lose focus, staff introduce new strategies to help them. For example, when children are playing with coloured water and pipettes, staff help them to share resources by introducing a sand timer. Children respond extremely well to this and explore the activity for longer periods, which helps them develop their focus and attention skills. Staff are highly skilled at tuning in to how to support children in gaining the most learning from each activity.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY545282
Local authority	Nottinghamshire County Council
Inspection number	10398301
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	50
Number of children on roll	235
Name of registered person	Willow Childcare And Training Limited
Registered person unique reference number	RP545281
Telephone number	07721407300
Date of previous inspection	14 October 2019

Information about this early years setting

Willow Childcare and Training Limited, in Edwalton, registered in 2017. The setting employs 20 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two hold level 6 qualifications. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 8.45am and 3.30pm until 6pm for children attending the out-of-school provision and 9am until 3pm for children attending the pre-school. The pre-school provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jude Simpson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- Parents shared their views with the inspector.

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.

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