



Meadowlands Community Childcare & Pre-School

Inspection report for early years provision

Unique Reference Number	EY339593
Inspection date	02 November 2006
Inspector	Helen Mary Ball / Loraine Wardlaw
Setting Address	Meadowlands Junior School, 37 Woodcroft Lane, WATERLOOVILLE, Hampshire, PO8 9QD
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Registered person	Meadowlands Community Childcare & Pre-School
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Meadowlands Community Childcare and Pre-School opened in 2006, and consists of a holiday childcare club and two pre-schools, based in Meadowlands Infant and Junior Schools in Waterlooville, Hampshire. A maximum of 24 children may attend the pre-school based in the infant school, and 26 children may attend the pre-school based in the junior school. The pre-schools provide care for children aged two to five years, and the holiday club provides care for children aged two to 11 years. The holiday club may care for a maximum of 26 children. The pre-schools are open from 08.55 to 15:00 during term times, and the holiday club is open from 08:00 to 18:00 during school holidays. All children share access to a secure enclosed outdoor play area, as well as school halls and libraries.

There are currently 52 children aged from two to under five years on roll. Of these, 25 children receive funding for early education. The setting primarily serves the local community. The

setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. There are six staff employed to work with children. Of these, three hold appropriate childcare qualifications and two are working towards a qualification. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a range of activities that contribute to their good health. For example, children enjoy playing outside on a daily basis, when they have opportunities to gain confidence in using bikes, trikes and scooters. Children learn the importance of good hygiene and, through consistent guidance from staff, show appropriate levels of self-care. For instance, children are encouraged to wash their hands before eating and after using the toilet. Staff prevent the spread of infection by providing disposable hand towels and tissues. Children are competent in using tissues and show care for the environment by throwing them in the bin after use. Children's health and welfare is underpinned because the setting effectively maintains accident and medication records, and children are protected because most staff are trained to administer first aid in the event of an accident.

Children's health is promoted because they are offered a healthy and nutritious snack, such as cereal and a selection of fruits. All children have access to drinking water throughout the session and are competent in serving themselves from the water cooler. Children who attend for an extended day benefit from a lunchtime when they sit and eat together, making this a sociable experience. Children in the holiday club benefit from cooking activities and substantial snacks such as beans, toast and cheese. Children's health is protected because staff are aware of children's individual allergies and dietary needs; these are recorded on the registration forms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children settle quickly because the pre-school is bright, welcoming and child-friendly. Staff play music in the background, and this creates a relaxed and harmonious atmosphere. Children benefit from play space which is organised into designated activity areas, with free access to the outdoor area. However, the book corner is enclosed and this means that children do not readily use the area, which does limit their access to a range of books and comfortable seating. Children play with a wide range of accessible toys and equipment which meets the needs of the children. Children are interested in what they are playing with, they are stimulated and have fun.

Children are protected because the premises are secure during session times, and there are clear procedures to ensure that children are only collected by authorised adults. Staff carry out regular risk assessments so that the premises are safe for children, and are skilled in supervising children without compromising their independence. Children are protected because management have a sound working knowledge of child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly at the setting and have fun. Younger children are well supported because staff make effective use of the Birth to three matters framework. They enjoy exploring the environment and staff provide a variety of materials for children to develop their senses. For example, children enjoy rubbing their hands in shaving foam; staff encourage them to talk about the texture and to describe the smell. Staff are gentle and supportive, and this helps children to feel secure. For example, staff are sensitive to younger children's need to have regular cuddles and they make time for these. Staff plan a varied programme of activities for children in the holiday club, taking account of seasonal festivals. For example, during the Autumn half term children enjoyed cooking Halloween cakes, making pipe-cleaner spiders and apple-bobbing. Children are valued and staff offer positive support, praise and encouragement, which helps children to feel good about themselves. Children are encouraged to help tidy the toys before snack time; children join in with enthusiasm, and this helps them to develop a sense of responsibility.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory.

Overall, children are making progress towards the Early Learning Goals. However, due to a period of instability in staffing, there are inconsistencies in the recording of children's achievements. This means that children's next steps in learning are not identified and planned for. Staff provide an appropriate learning environment, and the level of challenge is sufficient to motivate and excite children. Staff are good role models and interact well with children. The manager and staff are aware of the inconsistencies in assessment, and have identified this as an area for improvement in the setting's self evaluation. They have implemented some changes, but these have not yet had a positive impact on the quality of nursery education. The setting plans a balanced curriculum which covers all areas of learning, although the manager is aware that there are variations in teaching methods. She has identified this as an area for development.

Children are interested, able to concentrate, and are eager to learn. They are confident in approaching adults and request help when necessary. Some children are beginning to work together and take turns. Children show appropriate levels of self care, such as washing their hands and putting on their coats. Children enjoy mark-making and use their skills in their play. For example, during role play-activities, children make lists and write notes. However, there are few opportunities for children to link letter sounds and shapes, or to recognise their names through daily routines. Children benefit from, and enjoy the daily "nursery narrative" sessions, when they take part in small group sessions which focus on children's speech and language development. They relish guessing what is in the story bag, and learn to listen to each other's thoughts and ideas.

Children recognise shapes and enjoy completing simple jigsaw puzzles. Some children count accurately, although inconsistencies in staff teaching means that children do not always have opportunities to develop an understanding of addition and subtraction during everyday routines such as snack and lunch time. Children are curious. They enjoy investigating the properties of

dry sand and wet sand, as well as soil. For example, they discovered that by adding water to the dry sand, they could build; they then added dry soil to the mix and developed their play to make a flower border on the ground. Staff are skilled in observing children and understanding the importance of allowing children to explore without adult intervention. Children are excited by the computer, and are proficient in using the mouse. They enjoy simple games which require "click, drag and drop" techniques.

Children enjoy a suitable range of creative activities; they paint, chalk and design and build models using construction sets. Children enthusiastically take part in music sessions, when they enjoy playing a range of musical instruments. Children use a range of tools within their activities. For example, they use a range of paint brushes for painting, rolling pins and cutters for play dough, and knives during the sandwich-making activity.

Helping children make a positive contribution

The provision is good.

Children are respected as individuals and develop personal independence by selecting their own activities. This promotes their confidence and self-esteem. Children with special needs are welcomed to the setting and staff are proficient in liaising with appropriate agencies to ensure that children's needs are met. Children's behaviour is generally good; they willingly help staff and each other. Staff have realistic expectations of children and are good role models. Children learn right from wrong and are eager to please. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are welcome to stay with their children until they settle. Parents are positive about the setting and feel that staff are approachable and friendly. Parents receive regular written information about planned activities and have opportunities to discuss their children on an informal basis. Parents state that they would now welcome opportunities to discuss their children's progress at formal parent meetings.

Organisation

The organisation is good.

Children are protected because the setting follows careful recruitment and vetting procedures. Staff are organised so that they can offer children maximum supervision. Staff liaise closely with the local toddler group and with the school; this means that children have a seamless transition both into the pre-school and from the pre-school. Children's well-being is effectively supported by a comprehensive range of policies and procedures.

Leadership and management is satisfactory. The manager works closely with the staff team which has undergone a period of change; they are now working together to develop a consistent staff team who are supportive of each other. The manager continually reviews the provision and carries out regular self evaluation. She actively encourages staff to attend regular training.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the organisation of the book corner, so that children are encouraged to use this area more frequently

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's assessment records are up to date, reflect children's capabilities, and are used to inform planning which is meaningful to staff, so that children's progress through the stepping stones is promoted
- continue to evaluate organisation of staff, so that children receive consistent teaching
- provide consistent opportunities for children to recognise sounds and shapes of letters, and to recognise their names
- provide further opportunities for children to develop their counting, addition and subtraction skills, with particular regard to snack and lunch times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk