

# Meadow Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY224830
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Claudia Padfield
<b>Setting Address</b>	Murray Road, Wokingham, Berkshire, RG41 2TA
<b>Telephone number</b>	0118 979 0284
<b>E-mail</b>	
<b>Registered person</b>	Meadow Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Meadow Nursery School opened in 1978. It operates from a purpose built nursery unit within its own grounds. They also have use of a fully enclosed outside area. The school is set within a residential area of Wokingham. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered for 30 children aged between two and under five years, although children are usually aged two years nine months before being offered a place. There are currently 75 children on roll. This includes 53 funded three and four year olds. Children attend for a variety of sessions. The setting has systems in place to support children with learning disabilities or difficulties and English as an additional language

The group opens five days a week during school term time. Sessions are from 09:00 to 11:30 and 12:45 to 15:15. There are 13 part time staff members who work with the children. Of these five staff hold an early years qualification or are working towards one. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership.

The group is also registered to provide out of school care for 16 children aged from five years to under eight years. A breakfast club is offered five days a week term time between 07:30 and 08:40.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from very healthy and nutritious snacks, these are eaten together in small groups around the room at snack time. Children relish the time they can spend with chosen friends and staff catching up on the events for that morning or afternoon. This fosters exceptional manners which require no prompting as a chosen monitor on the table asks each child what they would like and then carefully ensures all the table's needs are met. Children's needs are valued as they ask for more milk to drink or vegetables to munch on. Staff observe the actions and include all the children on the table in conversation. This gives the quieter and less confident an opportunity to talk and be heard within the small group, building self confidence and self esteem.

Children have superb opportunities to explore the outstanding outdoor play area. Children climb, run, kick balls and challenge staff to games of tennis. They have free access to the garden throughout the session and staff provide a range of exciting activities, games and props to further challenge the children's learning. Through rigorous observations staff know the children extremely well and expertly tailor to suit individual needs and wishes. Children expertly use a range of instruments in the garden comparing the sounds and speed at which they can play them. Other children who watch sing along to the noise and staff use careful questioning to extend the learning outcome.

Through comprehensive documentation, regular revision and updates staff demonstrate high levels of understanding and knowledge. This is evident in the completion of accident and medication forms. These protect children with allergies at snack time and ensure staff are aware of any medication needs or potential illness. Staff discuss each child's personal requirements with them during daily routines for example looking at the weather and the need to wear a coat or as the children get hot reminding them to take a drink.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in an exceptionally welcoming, well organised and child friendly environment. High staff ratio's and effective deployment of staff ensure all areas inside and out are well supervised. Staff encourage the children to develop independence and confidence to explore and question their environment. They organise the toys and equipment to enable the older and more able children to make independent choices about the activities they participate in. Through staff's detailed knowledge of child development they realise the younger less able children find this daunting. The staff therefore spend time encouraging and supporting the these children to make choices. They extend their choices through expert role modelling and engaging the children in a range of new different activities they might not try on their own.

Children show an excellent understanding and willingness to keep themselves safe. For example, staff practise fire drill procedures with the children who understand what you must do to keep

yourself safe and once you are out of the building they know to call the fire brigade on 999. Safety issues are regularly explained to the children who listen with interest. Staff have an excellent awareness of security and children cannot leave the premises unattended. All visitors are required to sign upon arrival and are closely supervised during their time on the premises. Staff use clear explanations and spend time explaining the consequences of their actions. For example during music and movement they are reminded that they need sufficient space to move so they do not hit or bump into the person next to them.

Staff are vigilant and understand the need to safeguard the children in their care. They attend update training and review documentation to ensure it reflects the safeguarding requirements. These measures contribute to keeping children safe in their care.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children settle into the superb environment exceptionally well and are happy, confident and eager to explore. They are involved in a rich, varied and stimulating range of activities, both indoors and out. These are interesting, fun and develop the children's curiosity, creativity and imagination. For example during the bread making many children question the change in the consistency of the mixture and enjoy spending time using their senses to smell and feel the texture of the dough. Various children then commented the next day about how it tasted and weather they enjoyed it.

Children benefit from the sensitive interactions from staff to promote their care and enjoyment. Very warm and caring relationships enable children to develop high levels of confidence and self-esteem. Their care is significantly enhanced by very effective organization. Knowledgeable staff successfully provide innovative experiences to ensure children enjoy what is on offer at the nursery. Younger children are encouraged to explore and make choices about what they wish to do through close adult supervision and support. However the older more able children have free range to make choices about what they do and who they play with. The staff skilfully use observations to plan each child's next steps in learning.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals because staff have a comprehensive knowledge of the Foundation Stage. Staff are highly committed to providing a balanced and purposeful curriculum that is tailored to stimulate and motivate each child who attends. Activities are based on the children's own interests and children are consulted for ideas and suggestions on how to make activities successful. This results in confident children who are eager to participate. For example children excitedly warm up for a music and movement session, understanding the importance of warming the body up from head to toe. They are self assured and show high levels of physical skill, wiggling their bottom half and stretching their arms in the air at the same time.

All the children's learning and development is fully assessed using the Foundation Stage curriculum. Children's records are superbly supported by photographic evidence and evaluative observations that detail the children's next steps in learning. Daily routines are successful in promoting children's number and literacy skills, they recognise their names and use these during registration and snack time. Children assist staff when they are counting and often are asked just to check to ensure the staff has got it right, this they do with confidence. They use a range

of mathematical language during their play and estimate with confidence during the cooking activities.

### **Helping children make a positive contribution**

The provision is outstanding.

Staff promote an inclusive provision and all children are positively welcomed and their individual needs are catered for. Through excellent relationships with parents staff know all the children extremely well which enables them to plan for all children's varying needs. Children are introduced to a wide experience of activities that support their learning about themselves and the world around them. The children play happily together and their behaviour is exemplary. A strong emphasis is placed on promoting positive behaviour and successful methods are adapted effectively to meet the ages and developmental stages of all children. Children listen intently to the staff and respond positively to consistent use of praise and encouragement. Children's spiritual, moral and cultural development is fostered.

Partnership with parents is outstanding. Children are comfortable and secure in the nursery because of the valued and committed partnership with parents. There is a fully supportive committee and strong links are developed with the infant school and community. The strong management team ensure full and comprehensive information is available regarding the setting. Parents are warmly welcomed and children's observation records are readily available. Parents know their children's key worker and can discuss their child's progress when they wish. Management consult with parents and welcome their feedback. Their contribution is sought through the use of questionnaires and their replies are extremely complementary about the care and education provided. Children clearly benefit from this highly successful partnership and settle extremely well in response, making the experience a positive one.

### **Organisation**

The organisation is outstanding.

The exceptional level of organisation and commitment of the staff team ensure the children's care, learning and play are a priority. The structure of the staff team ensures families, staff members and committee are valued and can contribute to the organisation of the setting. They use regular questionnaires and audit their documentation on a yearly basis to ensure they provide a well balanced service. The deployment of staff ensures individual children's needs are well met.

The long standing staff team attend and update their training at every opportunity. Recruitment and vetting procedures ensure that the children are well protected. They demonstrate an excellent knowledge and understanding of child development. All required documentation is in place and contains comprehensive detail and evaluation progression.

The leadership and management is outstanding. Staff are highly committed and continually strive to develop and adapt their nursery education in line with local requirements. The management and committee demonstrate an excellent level of support and understanding. Staff attend ongoing training within the restraints of a budget and actively share their knowledge with the team upon their return. Through questionnaires, audits and regular parents evenings the staff team ensure all parties are fully involved in the life of the setting. The nursery have an open door policy which enables parents to spend time within the setting and prospective parents are free to visit at any time, welcomed by the staff team.

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

### **Improvements since the last inspection**

At the last inspection the group were asked to review documentation. This they continue to review. All the required documentation is in place and the setting have also implemented many additional supporting documentation to support their every day practice. This protects the children and staff and also ensures parents are kept informed.

### **Complaints since the last inspection**

Since the last inspection 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)