

The Meadows Pre-School

Inspection report for early years provision

Unique Reference Number	EY368739
Inspection date	19 June 2008
Inspector	Dawn Bonica Brown
Setting Address	Bradford Road, Guiseley, LEEDS, LS20 8PP
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Registered person	The Meadows Pre-School Ltd
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

The Meadows Pre-School Limited is a privately run, non profit making, cooperative body. It opened in 2008 and operates from three rooms in the school nursery of Green Meadows Primary School. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.30 to 15.00 and also runs a before and after school club from 08.00 to 09.00 and from 15.00 to 16.45, term time only, for children attending the setting. All children have access to a secure enclosed outdoor play area.

There are currently 62 children aged from two years to four years on roll. Of these, 25 children receive funding for early education. The pre-school currently supports children with learning difficulties and disabilities.

The setting employs 12 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards additional higher qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy because staff consistently follow good hygiene practices to prevent the spread of infection. They understand the importance of hand washing and maintain those routines well.

Children's health is monitored well in almost all areas through good maintenance of the records which promote their well-being. For example, medication records are completed well, illness procedures are in place and accidents that occur within the setting are well recorded. However, details of any existing injuries when a child arrives are not monitored.

Children are protected by good procedures when they are ill and children who are contagious do not attend. This helps to prevent the spread of contagious ailments and acts in the best interest of all those being cared for.

Children's welfare and well-being are closely protected because sufficient numbers of staff hold current first aid certificates. This means that they retain the relevant knowledge to administer first aid promptly in the event of an accident.

Children are well nourished through a balanced range of choices and good opportunities to eat fresh fruit throughout the day. All children, including those attending the after school sessions, select fresh fruit of their choice from a fruit bowl at each meal. They help themselves to fresh drinking water from jugs of water on the tables. Children with special dietary needs or food preferences receive an appetising range of alternatives through freshly prepared hot meals at lunch time. Menus are highlighted on the parents' notice board and children's allergies are monitored effectively.

Children develop a positive attitude to mealtimes through eating snacks and meals as a social activity. They enjoy snacks through the café style system, which encourages social eating and allows children to recognise when they are hungry and eat when they want to.

Children are encouraged to be active through regular physical play outside. They engage in a balanced range of physical activities and enjoy throwing and catching, climbing and balancing, digging in the outdoor sand trough and manoeuvring round objects on wheeled toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a range of stimulating activities in a safe environment. The premises are well maintained and provide a warm, welcoming environment. Space is used appropriately to encourage children's independence and to promote their all-round development.

Children use furniture and equipment that is safe and suitable for the purpose and toys and other resources are suitable for the ages and stages of children's development. For example, the use of special scissors helps the less able children learn to cut. The use of duplicated toys and resources helps to avoid conflicts.

Risks are minimised through appropriate risk assessments which are completed regularly. The required safety equipment is in place, such as safety gates. Children benefit from regular

emergency evacuation practise. They are protected by staff who are trained in risk management and demonstrate suitable awareness and vigilance.

Children are suitably protected from abuse through the staff's knowledge and understanding of child protection. Staff are knowledgeable about the potential signs and symptoms that would cause concern and understand the reporting procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled as they have made friends and play together well. They are friendly, curious and interested in the activities provided. Children are well stimulated through good play opportunities. For example, home play promotes long periods of concentration and dressing up encourages children to look at themselves in the mirrors around the setting.

Children are encouraged to explore the setting independently through attractive activities that invite investigation and opportunities to explore. These include split peas in the indoor sand trough and a wide range of natural materials including shells for sorting and matching.

Children respond to adults' interest as they talk about events in their lives and have interesting conversations with adults who listen to them and encourage them to talk, which builds their self-esteem and confidence. They enjoy free play and re-visit activities whenever they want.

Nursery Education

The quality of teaching and learning is good. Staff are very knowledgeable about the early learning goals and all staff are involved in the observation, planning and assessment of children's progress. Children benefit from a strong key worker system. Their significant milestones are highlighted with pictures and explained for parents very simply but effectively. Children of all ages receive sufficient challenges to help them make good progress. Resources are used effectively in almost all areas to give children a wide selection of free choice. However, resources reflecting positive images of disability are not readily available to them. Children learn through first hand experiences and their behaviour is managed well. Staff support for children with disabilities or learning difficulties is very effective and all children are encouraged to develop good personal relationships.

Children are confident at selecting activities, follow their own learning agendas and persist at their chosen activities for long periods. They demonstrate high levels of self-esteem and confidence, talk about their personal experiences, initiate conversations with adults and show an awareness of boundaries as they interact well with each other to share resources. Children learn about the beliefs and customs of others through activities around cultural festivals, such as Chinese New Year, when they are introduced to new food in an exciting way.

Children gain an awareness of writing for a variety of purposes through symbols and labels around the setting, such as 'aprons' to indicate where to select aprons. They look at books and listen to stories in small and large groups. Children with disabilities and learning difficulties are effectively supported to listen to group stories through cards which help them to follow the story line. All children are encouraged to speak clearly and logically and children learn to recognise their own names effectively. They use a variety of writing equipment at the mark making table where they enjoy activities that promote the fine manipulative skills which support writing, such as cutting, sticking and drawing.

Children gain an awareness of mathematics through a range of first-hand experiences, such as playing with water and sand when they measure, weigh and calculate quantities and density. They learn to recognise groups of objects through matching and sorting activities and the more able children easily recognise numbers up to nine as number recognition is used across all areas of provision. Most children count accurately in sequence and all children practise counting through enjoyable activities, such as nursery rhymes. They learn about shapes and numbers and solve simple problems through everyday routines, such as counting pieces of fruit at snack time and identifying how many pieces of food are needed for the numbers of children.

Children learn about the natural world through interesting activities. For example, they collect and measure rain water, look at the development of living things, such as frogs and plants, splash in puddles and make ice cubes then watch them melt. They use modern technology in practical ways when selecting tapes to use in their own tape recorder. A range of role play, such as a till with a swipe card, mobile phones and access to a touch screen computer helps them to learn about the various uses of modern technology.

Children's physical development is promoted through the use of interesting implements, such as a whisk in the water trough which makes lots of suds and the use of special scissors to develop flexibility in the wrist and fingers. This helps children to progress quickly to using normal scissors. Children understand the effects of the environment on their bodies. For example, they know what clothes to wear to suit the weather. They build and construct with a range of materials, such as large cardboard boxes to build dens. Children gain spatial awareness through movement to music and follow obstacle courses. They have a good understanding of how food helps them. For example, children talk about how milk helps their teeth and that 'you need to brush your teeth before bedtime to stop them going bad'.

Children's creative development is promoted through a range of experiences. For example, they explore sounds through musical instruments, accompany their songs with music, enjoy home play, when they concentrate for long periods. They gain self-awareness through dressing up, using a range of ethnic and non-stereotypical resources.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered and they are treated with respect so that they learn to be polite.

Partnerships with parents and carers is good. Parents express high opinions of the setting. They access their children's records easily and make their own contributions to those records. Children benefit from the good relationships that exist between parents and staff. Parents understand how they can be involved in their children's projects and gain information about the pre-school curriculum through information on the notice board, newsletters and discussions with their children's key workers.

Children are allowed to take responsibility for their own actions through group activities which encourage sharing. Their behaviour is managed through positive strategies to help them recognise boundaries and they learn to understand how others may be feeling through discussions based on books and stories. As a consequence they are well behaved.

The effective implementation of the key worker system ensures that children have good relationships with staff. They are valued and included because staff listen to them, give them choices and encourage them to solve their own problems with minimal staff intervention.

Children are confident and happy and feel a sense of belonging as staff know them well and value their opinions and their individuality. Their individual preferences are given priority and all children have a space to store their belongings.

Children with disabilities or learning difficulties are effectively included in the wide range of activities provided. This is achieved with the support of well-trained staff who liaise productively with specialists and parents to produce and monitor individual learning programmes for each child. All children in the setting benefit from strong promotion of inclusive provision.

Children benefit from activities which help them to value diversity, such as celebration of a range of festivals from around the world. They learn to value the differences in society through resources that reflect positive images of cultural diversity, disability and gender. These include posters and books reflecting cultural diversity and dual languages, non-stereotypical play with unisex resources and ethnic diversity with dressing up. However, their access to resources reflecting positive images of disability are limited.

Organisation

The organisation is good.

Children benefit from care by staff who are suitable to do so and are well trained and knowledgeable. They receive sufficient adult support to help them to feel secure and confident.

Children's welfare is promoted through the maintenance of the records, policies and procedures which are required for the efficient and safe management of the provision. They benefit from good organisation of their day which follows their individual routines and good implementation of the key worker system ensures that they receive continuity of care. Staff put the needs of children first and resources are used well to provide a warm, welcoming child orientated environment. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. Management is clear about its role and delegates productively. The setting uses effective methods to assess its own strengths and weaknesses. For example, the lead teacher observes staff practice, identifies areas for improvement and staff follow a rolling programme of training, tailored to meet their specific developmental requirements.

The setting demonstrates a strong commitment to the improvement of care and education for all children and identifies areas for improvement, which will enhance their enjoyment of the setting and benefit their all-round development.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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.

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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):

- ensure that all procedures regarding children's well-being are monitored.

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 that resources reflecting the range of positive images are readily available (also applies to care).

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