

Meadowfield Nursery School

Inspection report for early years provision

Unique reference number	EY289521
Inspection date	20/11/2008
Inspector	Elizabeth Patricia Edmond
Setting address	4 Meadowfield, Amotherby, Malton, North Yorkshire, YO17 6TS
Telephone number	01653 694491
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Meadowfield Nursery School and Out of School Care is a privately owned, full day care provision in the village of Amotherby near Malton. The group operates in a converted detached bungalow in the neighbouring property to Amotherby Community Primary School. There is an enclosed garden for outdoor play and learning. The nursery and out of school facility has been registered since August 2004 to provide full day care for children aged from two to under eight years. Opening hours are from 7.30 to 18.00, Monday to Friday throughout the year.

The facility welcomes children from other village schools. It provides funded early education places for those children of eligible age and has support from the local authority in respect of this.

There are currently 36 children on the Early Years Register. The group is also included on the voluntary and compulsory parts of the Childcare Register. At the time of inspection there were 46 older children registered in relation this registration. The sessions are managed by the joint owner who is a qualified teacher, and supported by additional staff members with appropriate early years qualifications and experience.

Overall effectiveness of the early years provision

Meadowfield nursery school provides a stimulating environment where children are very well cared for and make good progress. Children are confident and motivated to access the range of exciting opportunities. Successful links with parents and other agencies are a key factor in addressing children's additional care or medical needs. Management use several tools effectively to evaluate their practice resulting in continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the key person system to strengthen three way bonds with children and parents
- continue to develop ways of encouraging parents to be involved in promoting children's development across all areas of learning

The leadership and management of the early years provision

Children benefit from a continually developing and improving childcare facility. Staff training is an important part of the overall progress of the provision, with most staff working towards a higher level of qualification to extend their knowledge and skills. Staff and parents are included effectively in systems to evaluate the effectiveness of the provision resulting in improvements that are

relevant and practical. Links with the local authority are used efficiently to develop facilities and practice. Children become very confident in the continually developing indoor and outdoor environment. They are happy and comfortable with all the adults and the key person system is developing well. However, it is not yet being used fully to strengthen three-way bonds between parents, children, and staff. For example, it is not necessarily the key person who completes the registration sheet with the parent.

Highly professional and relevant policies and procedures, including robust recruitment procedures, are understood by staff and used effectively to promote children's safety and protect their welfare. Records such as those of medication and attendance are kept up to date and stored confidentially. Staff are vigilant in maintaining records, such as the children's daily diaries, throughout the day. There is a good two-way flow of information with parents and other providers, both verbal and written, on a daily level. A highly professional approach to working with parents and other agencies results in a high level of support for those children and families with additional needs. As daily information tends to focus more on care issues, there are some missed opportunities to inform parents, and gather their views, about children's individual development in relation to all areas of learning. However, parents have free access to their children's development folders and they encourage their children's enjoyment of stories through the book loan scheme.

The quality and standards of the early years provision

Children enjoy their learning greatly; they are motivated and often exuberant in their play and therefore their learning. At the same time, they absorb themselves fully and concentrate very well at their chosen activity, often involving a high level of cooperation with their friends. Successful use of praise and encouragement means that children develop very pleasant manners and behaviours that contribute to their learning.

Children's independence is valued and encouraged; this has a significant impact on their care and learning. For example, they confidently find their own boots and coats when they want to go outside. Children enjoy being creative, choosing from a range of materials and mixing them to get a desired effect. They become particularly creative in their role-play. They confidently take their play and the resources from to room or outside as their story line develops.

Staff are beginning to use observations well to identify children's interest and level of understanding and to plan for their individual learning needs across all areas of learning. This system is also used for children in the early years group who have moved on to school; although, liaison with the school about developmental matters are less individualised. For example, discussions tend to be around group topics and themes or children's care needs. Children develop a keen interest in books and stories. They snuggle comfortably with an adult for a favourite story.

Most staff are very confident in their interactions with children and use sensitive questioning successfully to extend children's understanding. For example, staff

encourage children to talk about their play. Children demonstrate a high level of interaction with their natural surroundings and can talk confidently and knowledgably about the plants and wildlife in the outdoor environment. The arrangement of the resources invites independent investigation. Children confidently help themselves from the low-level storage indoors and the garden provides some excellent opportunities for exploration. A highly professional understanding of how to use risk assessments to identify and minimise risks means that children develop a positive approach to being active outdoors and learn how to keep themselves safe indoors. Children have great fun developing their skills and strength as they climb, build, or ride the wheeled toys and are well supervised as they use knives to prepare fruit for their snack. Children are well nourished and enjoy the meals, which are cooked freshly on the premises. They can help themselves to drinks as required and learn to pour their own water.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.