

# The Meadows Nursery School

Inspection report for early years provision

---

**Unique reference number** EY340486  
**Inspection date** 13/04/2010  
**Inspector** Jenny Kane

**Setting address** 18 St. Helens Crescent, HASTINGS, East Sussex, TN34  
2EW  
**Telephone number** 01424 422611  
**Email** ron@cossey.fsnet.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Meadows Nursery School has been registered since 2006. It is one of six nurseries run by the same owners. The nursery operates from the ground floor of a large, detached house on the outskirts of Hasting. It is open Monday to Friday from 8am to 6pm all year round. There is access to a secure enclosed outdoor play area. The provision is reasonably accessible for disabled users.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight years may attend the nursery at any one time, of these, 36 may be in the early years age group, and of these, six may be under two years. There are currently 90 children on roll, of whom 52 receive funding for nursery education. The nursery supports children who speak English as an additional language. There are eight staff, all of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals. This is because the senior staff have very good knowledge of the areas of learning, planning and the assessment process. Effective partnerships with parents and other professionals ensure the setting safeguards children and promotes their welfare. The staff recognise children's individuality and capabilities and take this into account when planning activities. Most of the previous recommendations have been addressed. Although the nursery's self-evaluation is not yet fully operational, the managers have clear ideals and drive helping ensure the outcomes for children continue to improve.

## **What steps need to be taken to improve provision further?**

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

- develop the outdoor area of learning
- review systems which reflect practice, routines and identify strengths and priorities for development that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff plan the good supply of resources and the space well, paying good attention to children's safety. Managers and staff have a good understanding of child protection procedures. They give high priority to promoting children's welfare and have a good commitment to safeguarding all children in their care. A clear policy is in place, which is shared with parents, ensuring they are fully aware of the

setting's responsibilities. Staff carry out regular risk assessments of the equipment and all areas used by children to assess and eliminate risks. The manager is well organised and ensures the policies and procedures are implemented to ensure children's safety. All legal documentation is in place and well maintained. Parents/carers are provided with good quality, well produced information about the service.

All the staff and the managers have a high commitment to training and development. Staff frequently attend courses and discuss issues during team meetings to update and improve their childcare knowledge. Collectively, they have a clear understanding of the strengths and weaknesses of the setting and how they will address further improvements and are developing self-evaluation. Staff work very well as a team with managers working alongside staff and leading by example. Partnerships with parents/carers and other adults working with the children are well established and effective. This provides continuity of care and ensures children's individual needs are met.

## **The quality and standards of the early years provision and outcomes for children**

Staff demonstrate a good understanding of the Early Years Foundation Stage framework. Children enjoy positive relationships with the staff and benefit from an effective key person system. This ensures they are supported during their play and helps them feel secure. Staff know children well and have a good understanding of each child's developmental stage and any particular requirements. The parents work together with staff by providing essential information about their children when they first start at the nursery. This information forms the basis of the children's individual development records and ensures staff know each child's starting point. As a result, they plan a balance of challenging and stimulating activities and experiences which support children's learning. There are many photographs and samples of work on the walls which show the range of activities in which children partake. During play, staff observe what children are doing and note down significant achievements. They use these to assess progress and to identify learning priorities. Parents and carers are fully involved in their children's learning because there are good systems in place to feed back progress and achievements. Staff are always available to talk to parents, contact books back up verbal discussions, there are regular consultation sessions and children's development folders are readily accessible for parents.

The environment is organised to encourage children to select and choose from the good range of age appropriate play materials. Children's independence is encouraged by staff. For example, they put on their own coats and shoes to go into the garden and they help to clear away their plates and cups after eating snack. However, they are not able to take themselves independently to the toilet. Toys and equipment are set out imaginatively and many are labelled, which helps children to recognise the written word. Children are developing good communication skills and talk confidently to staff. They enjoy stories and singing sessions several times during the day. For example, children readily join in the actions while they sing 'The wheels on the bus' and 'If you're happy and you know

it'. While looking at a book about birds, children identify several types. One child notices that the peacock's feathers look like eyes. This evolves into a discussion about the colour of the children's own eyes. There are good opportunities for children to discuss colour, shape, size and texture during activities. In the garden younger children count the cones, identify different coloured balls and then have fun collecting all the objects that are blue. During painting children discuss what happens when they mix colours together. Children enjoy role play and dressing up, acting out scenarios in the home area using their imaginations well. There is a good range of art and craft materials, which children use daily. They enjoy using the musical instruments, singing rhymes and playing musical games. Children partake in activities where they learn about living things and the natural world. As well as learning about the world around them, children celebrate festivals and join in a variety of topics, which helps increase their knowledge of the wider world.

Children play in an environment, which is bright and welcoming. Children learn about their own safety. For example, they practise fire evacuation drills, they learn about sharing and taking turns and a recent visit from the fire department encouraged them to think about safety when out of doors. Children learn the importance of keeping healthy through good hygiene practices, eating nutritious meals and snacks and taking regular exercise in the fresh air. Children enjoy playing in the garden and have access to several different areas. However, the outdoor space is not used to its full potential. Appropriate strategies are in place to manage unwanted behaviour. Staff encourage sharing, offer a lot of positive praise and because ratios are high children are engaged and interested in their play. As a result, children's behaviour is good.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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](http://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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met