

# Meadowlands Pre-School

Inspection report for early years provision

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**Unique reference number**

EY249033

**Inspection date**

24/09/2010

**Inspector**

Paul Latham

**Setting address**

Meadow County Primary School, Dolphin Crescent, Great  
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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Meadowlands Pre-School was registered in 2002 and operates from a purpose built unit in the grounds of Meadow County Primary School, in Ellesmere Port, Cheshire and serves children from the local area. The pre-school opens five days a week during the school term time. It is open from 9.00am to 3.30pm and children may attend for a variety of sessions. The setting offers a morning session from 9.00am to 12.00pm, and an afternoon session from 12.00pm until 3.30pm. A small number of children stay all day and for them a lunch club operates from 11.30am to 12.30pm. A maximum of 26 children from the early years age group can attend at any one time and there are currently 26 on roll. The setting is supportive of children with special educational needs and/or disabilities and for children who speak English as an additional language. The setting employs a total of eight staff who work directly with the children and all have appropriate Level 3 qualifications in Early Years Education and Development and Childcare. The setting is registered with Ofsted on the Early Years Register. The manager and staff receive support from the local authority early years team.

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

Overall the quality of the provision is satisfactory.

Staff are welcoming, committed and are successful in engaging children in activities which interest them. Relationships between staff and children are good and as a result children enjoy their learning. The safeguarding of children is good and their social and welfare needs are well met. The setting is constantly extending its resources, which are used well. Overall, the quality of provision is satisfactory and meets the standards required. Systematic planning for further improvements, particularly in children's learning, is not yet fully developed and the setting have a satisfactory capacity for continuous improvement.

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

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

- ensure that self-evaluation of practice, particularly of children's learning, forms a basis for identifying strengths and areas for future development and ensure that all staff and parents are engaged in this process
- strengthen the wide range of exciting activities available for the children by ensuring that planning is more detailed to assure that all children are fully challenged in meeting the developmental stages of the Early Years Foundation Stage.

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

Arrangements for safeguarding children are thorough, and the health and safety of children is assured at all times. Vetting procedures are fully in place and policies and records cover all requirements. Daily attendance registers are meticulously maintained. Staffing ratios are good and the setting deploys its resources well, including the new developments for outdoor learning. Staff are well qualified and maintain up-to-date training. They identify and talk about the relative strengths and weakness of the setting, but a systematic way of managing this, resulting in actions to take for further improvement, has yet to be established.

Assessment of children's progress is good and includes a wealth of evidence of achievements, which is shared with parents. However, this valuable information is not used effectively in planning the next steps in children's learning, so that activities are always challenging. Equality is central to the work of the setting. Children are seen as individuals and this is reflected in the good relationships with staff. Extra care is given to a few children who are having difficulty in settling in at this stage of the term and for those with special educational needs and/or disabilities.

Partnerships with other agencies are well developed, especially the local authority early years team. Staff maintain productive links with local shops, the library, a nearby farm and the home for the elderly, to provide enrichment activities throughout the year. Staff engage well with parents who value the care they provide for their children. A good range of information is provided, including the themes that children will be offered. Several parents comment that their child is eager to go to the setting and they are satisfied they are being helped to grow in confidence.

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

Children's learning and development needs are supported through a good range of self-chosen and guided activities. There is a weekly theme that takes account of children's ideas and interests. Children flourish, particularly in their confidence and social skills. This results in children establishing good relationships with others and developing self-motivation. It is not surprising, therefore, that parents say the staff have the best interests of their child at heart.

High priority is given to the promotion of speaking and listening skills. Children happily join in songs and action rhymes. They show real interest in books and their favourite characters. They enjoy matching jigsaws in number work and designing shape patterns when printing. Children move freely between the indoor and outdoor learning areas in pursuit of activities taking their interest. Outside, the tricycles and peddle cars are popular and children ride around designated paths with concentration and care for their friends. The large wooden construction blocks are used creatively and constructively and the damp sand helps to develop

concepts of conservation. Inside, children paint and glue with increasing skill and use modelling materials to good effect to make masks. Staff follow the children and intervene sensitively in an attempt to take their learning and understanding forward. For example, children are taught how to manipulate the clay and practitioners help them to select resources such as jigsaws. Common to all interventions are the good quality conversations, helping children to improve their language and vocabulary. However, planning does not identify the steps that children are expected to make in their achievements. Nevertheless, children use their imagination well especially in role play. Children with special educational needs and/or disabilities and those with English as an additional language are supported well by key persons. The progress of all children is closely monitored.

When at play, especially when riding their tricycles, children are aware of the dangers of running into each other and importance of keeping safe. They readily follow simple rules and hygiene routines, such as washing hands before eating. Snack times are good social occasions and children benefit from a range of healthy snacks. They learn to look after their environment and tidy up carefully after activities. They show a developing awareness of how to help others, for example, by engaging in taking food to the elderly at harvest time.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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