

# The Meadows Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205230
<b>Inspection date</b>	03/12/2010
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	9 Mulberry Tree Hill, Droitwich, Worcestershire, WR9 7SS
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<b>Type of setting</b>	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*.

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.

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## **Description of the setting**

The Meadows Nursery is privately owned and opened in 1994. It operates from the ground floor of a property in a residential area of Droitwich. The nursery serves the local area and is open five days a week from 8.00am to 6.00pm for 50 weeks of the year. Children use enclosed outdoor play areas, and once a week during school term times pre-school age children attend Forest School at a local middle school. The nursery is registered on the Early Years Register. A maximum of 12 children may attend the nursery at any one time. There are currently 36 children aged from birth to under five on roll, some in part-time places. The nursery also looks after children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. There are 12 members of staff including the owner/manager who has a degree in Early Childhood Studies and has achieved Early Years Professional Status. Every other member of staff has or is working towards a Level 3 or higher qualification. The nursery provides funded early education. The owner also provides a childminding service from different premises.

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

Overall the quality of the provision is outstanding.

Recognising and promoting the uniqueness of each child is central to this nursery's ethos and provision. The provider and her staff really get to know children and their families and ensure they successfully all work together to provide the very best experiences and care for each child. As a result, children love being at nursery, they thrive, make excellent progress and are fully safeguarded. The provider is tireless and visionary in her efforts to consistently develop her and her dedicated staff's practice and to ensure each child and their family access high quality early years provision.

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

To further improve the high quality early years provision the registered person should consider:

- extending the educational programme by creating more opportunities for children to learn about aspects of diversity and to use information technology to record their own work and findings.

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

Children are fully safeguarded. The nursery has robust safeguarding policies and procedures, which the provider and staff fully understand and follow. Effective

staff induction and training ensure all adults working with children have an up-to-date knowledge of how to protect children from harm. They know how to take prompt, appropriate action if they have any concerns about a child's welfare or if an allegation is made against anyone working in the nursery. Children's welfare is further supported as robust recruitment, vetting and staff development procedures ensure adults are suitable and have the relevant knowledge, skills and experience to work with children. Clear records are kept of Criminal Records Bureau checks. The nursery also obtains all required agreements and information about children and their families before a child starts. This enables staff to know who has legal contact with a child, who has parental responsibility for them, and who can collect them. Leadership and management are outstanding. The outcomes for children are consistently improved as the provider is highly motivated and inspirational in the ways she strives to ensure families access the best quality provision in a strongly family-orientated setting. She has a strong, capable team of loyal, dedicated staff who successfully work with her to tackle new challenges and to drive improvement. For example, they have all enthusiastically taken on lead roles, for instance, for science, music, using persona dolls and managing displays. These initiatives, and the use of other learning programmes for both children and adults, have enhanced staff's knowledge and skills and enriched all aspects of children's experiences and learning. Sessions are rewarding, run smoothly and include a good balance of child-initiated and well-managed adult-led activities and routines. The nursery environment is both vibrant and nurturing and the provider and staff carefully monitor the management of activities, resources and routines to ensure children's needs are fully met. For instance, changes to the organisation of snack and circle times mean that children experience these in smaller groups and staff can better tailor their approaches during group times to cater for each child. Promoting inclusive practice is central to the nursery's ethos. Children's individual needs, interests and learning styles are given priority in the selection of toys and the way activities are planned and organised. For instance, seeking parents' views about their children at an early stage, and reflecting children's individual learning styles as well as their abilities, has contributed to the nursery's success in narrowing the achievement gap for all children. They also thrive because of the strong partnerships between the nursery and their parents and carers. From the outset parents and carers are well-informed about the provision so they know how the nursery operates and about the range of experiences offered to their babies and children. Discussions and the use of a home-nursery diary provide regular opportunities for staff and parents to exchange information about each child so staff really get to know them. Parents are kept fully informed about their child's progress. Their child's learning priorities are recorded in their diary and parents receive regular summaries of their child's progress and opportunities to read and comment on their child's developmental record. The nursery has effective and often well-established links with the other settings some children attend. This includes the owner's childminding service which offers children and parents choice and provides a consistent wraparound service tailored to each child and their family's needs. The nursery's robust assessments, relevant early intervention, and sound knowledge of the work of other agencies, ensures children with additional needs, including those who speak English as an additional language, have well-targeted care, guidance and support.

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

Children thoroughly enjoy learning and make very good progress. The provider and all her staff are welcoming, encouraging and clearly understand how to engage with children so they relish learning and being at nursery. Staff confidently carry out their key person roles. They consistently interact with children and observe them so they have a clear understanding of their care, learning and development needs. From the outset parents are encouraged to share information about their child's background, characteristics and interests, further assisting staff's understanding of each child's starting points, learning styles and interests. Staff use this information and the outcomes of their ongoing assessments to clearly identify each child's learning priorities and to successfully plan a rewarding, varied and flexible programme of activities. Provision for children with special educational needs and/or disabilities and for children who speak English as an additional language is exemplary. Robust assessments and tracking, together with the adults sound knowledge of each child's developmental stages, ensure the prompt identification of a child's additional needs. The nursery owner and her colleagues work sensitively with parents and other agencies to provide well-targeted support, activities and resources to enable these children progress well in all areas of learning. Children develop very good skills for the future. They are eager to learn and keen to join in activities. Children of all ages are focussed and purposeful. They concentrate and persevere because staff successfully interact with them, helping to sustain and extend their interest and ideas. Children are confident and resourceful. Through well-managed routines, discussions and the use of carefully chosen prompts, children are encouraged to be positive, to relate well to others and to talk about the consequences of their actions and behaviour. Children have many opportunities to express their ideas and to make choices about what they want to eat or drink or to play with. For example, during circle time babies and toddlers confidently select a picture card depicting their choice of song. Adults sensitively help children to become increasingly independent in their play and to competently manage their personal hygiene and care. Children get on well, forming friendships and playing harmoniously. They learn respect for each other's differing backgrounds and abilities, and older children often help babies and toddlers to join in their games. Children take part in topics and use interesting toys, books and resources that reflect positive images of diversity. This includes exchanging paintings, drawings and letters with a child in another country. However, opportunities are sometimes missed to fully compare aspects of their own and others' lives, customs and abilities. Children are confident, articulate speakers. Staff really interact well with them, encouraging their conversations, descriptions and recall. Children also listen attentively, take turns in speaking and very much enjoy books and stories. They recognise and use letter sounds, and some can identify their names and form recognisable letters. Children's reasoning and thinking are consistently and successfully fostered. As a result, they confidently use numbers for counting and problem solving, and accurately compare and match items according to type, colour, shape and size. Children are interested in the natural world and how things work, change and react. For example, they observe and comment on the weather, and whilst playing outside discover changes in texture and form, for instance, to fine sand which has frozen. Children

confidently use the computer and programmable toys to support their learning. However, sometimes staff, rather than the children, use other forms of information technology such as cameras to record their findings and work. Children are creative and imaginative. They engage in sustained role play and express their ideas through their delightful paintings, drawings and craft work. They love songs, rhymes and music and are developing a sense of rhythm and beat. Children's welfare is promoted very well in a nurturing, caring environment. Their care, health, dietary and cultural needs are fully understood and effectively met in the nursery. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are kept of accidents and medication and details shared with parents. Children develop a sound awareness of the importance of healthy lifestyles. They adopt good hygiene practices and make healthy choices about what to eat and drink, including growing and eating their own vegetables. They understand about caring for animals such as the nursery guinea pigs and help with recycling. Children have plenty of outdoor play. Older pre-school children relish the challenges of weekly Forest School sessions, and children of all ages enjoy playing in the nursery gardens and adjacent grounds, whatever the weather. They confidently balance, climb and move in different ways, using a range of physical apparatus and wheeled toys. Children are kept safe as the premises are secure and free from hazards. They are well-supervised and robust risk assessments and regular checks are used to effectively monitor their overall safety and to promptly address hazards. It is clear children feel emotionally secure in the nursery. They settle quickly and have very positive relationships with the caring staff. They know how to use equipment and tools correctly, and on walks and outings talk about aspects of road safety. Through discussions and practises they are well-prepared for emergency situations.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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