

# Little Meadow Group

Inspection report for early years provision

---

**Unique reference number** 511757  
**Inspection date** 16/05/2011  
**Inspector** Susan Vale

**Setting address** Little Meadows, Elmore Lane East, Quedgeley,  
GLOUCESTER, GL2 4LX

**Telephone number** 01452 725834

**Email**

**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 assesses 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.

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 2011

## 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 Little Meadow Group formed from the merger of Little Meadows Under Fives and Meadowtech Out of School Club in November 2004. It is a committee-run setting. It operates from a newly built building which the group moved into in November 2010 on the site of Meadowside Primary School in Quedgeley, Gloucestershire in a residential area that is close to shops and recreational facilities. It may care for no more than 40 children under 8 years; of these, not more than 40 may be in the early years age group and of these, none may be under 2 years at any one time. The group also has access to the school outdoor play areas.

The under fives group started in 2001 and a maximum of 40 children aged two years to five years may attend at any one time. Most come from the surrounding area. It opens each weekday during term-time from 9.00am to 12 noon. A rising threes group runs on Monday afternoons, Tuesdays and Thursdays from 12.45pm to 3.00pm. There are currently 104 children aged from two years nine months to under five years on roll. Of these, 78 children receive funding for nursery education. The group currently has no children identified with special educational needs and/or disabilities. At present, there are two children that speak English as an additional language. There are seven members of staff employed and all hold appropriate early years qualifications.

The Out of School Club opened in 2002 for children of the primary school. There are currently 41 children from four to 11 years on roll. Children attend for a variety of sessions. The club opens five days a week from 3.15pm to 5.45pm during school term times and from 8.30am to 5.30pm during holiday times. There are three part-time staff working with the children, all staff have early years qualifications to National Vocational Qualification level 2 or 3. The group receives support from the Early Years Development and Childcare Partnership, school staff and fieldworkers from Better Business in Childcare2 (BBIC). The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Outstanding care and a programme of interesting, innovative activities, develop children's confidence, social skills and curiosity at this happy, inclusive and very well-managed early years setting. Children's progress is carefully tracked and evaluated ensuring that every child makes excellent progress in their learning. Relationships between staff and children are outstanding. Managers have excellent capacity for continuing to improve outcomes for the children.

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

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

- enhancing the outdoor learning environment so that the children can experience the same opportunities for learning outside as they have inside

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

Safeguarding at the time of the inspection is outstanding. Staff recruitment procedures are meticulous, and staff are regularly trained in child protection. The new building has really enhanced the children's learning because the staff offer an even greater selection of activities and experiences. The site is secure, and children playing in the outdoor area are carefully monitored. Site checks and regular risk assessments ensure that the children's health and safety is paramount. Fire drills are held regularly and are recorded and reviewed, to highlight for children the importance of prompt, calm responses to unexpected events. All staff are trained in paediatric first aid. All policy documents are extremely well written and accessible to all.

Self-evaluation is excellent and accurately identifies strengths and areas for improvement, and is constantly amended and updated to ensure relevance. A current focus for improvement is the further development of the outdoor learning environment. There is an outstanding programme for staff training linked to professional development for individuals, and a commitment to employ high-quality staff. The recommendations of the previous inspection have been fully implemented and result in an outstanding snack time and greater communication with parents and carers.

Engagement with parents and carers is very good. They are greeted warmly, and support and help out on a rota. At the close of each session, older children meet with their key worker and the small groups discuss what each individual has done and achieved. The children are encouraged to record these conversations through pictures which are then taken out to give to parents and carers as a record of their achievements. The setting is well supported by parents and carers. There is a very active committee that supports the setting and the community as well as holding regular meetings to look at the future development and viability of the setting.

Observations and assessments are regularly undertaken by all staff. These are very well recorded in individual learning journeys. Even the youngest children who have only been attending for three weeks already have lots of information in their 'special books.' This information is discussed and then used to inform planning to ensure that each child is able to learn and develop to the best that they are capable of.

As the building is new, the resources available to the children are in excellent condition, offering all children a variety of challenge and stimulation. Although most families and children are of White British heritage, many resources, including books, have been selected to promote ethnic diversity. However, the outside

learning environment whilst effectively used is not as well- resourced and the setting is in the process of consulting with children and parents and carers, and staff to see how it can be developed further.

The setting and the adjoining primary school have a good working relationship, sharing information and resources. The setting has a similarly good relationship with the local authority.

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

Children bounce happily in to the setting whether they are attending the older children's session in the morning or the younger children's groups in the afternoon. They are quick to pick up the daily routines and very eager and keen to participate in all the activities and experiences on offer. Staff have excellent knowledge of the Early Years Foundation Stage, and skilfully ensure that play activities advance children's learning. A good system for recording observations, assessments and 'next steps' reinforces key workers' knowledge about what each child knows, enjoys and can do. Long-term planning identifies the six areas of learning. It is systematically updated and subsequently linked to planning for individuals. The out of school club plans effectively to support the children in the Early Years Foundation Stage, complementing the learning that takes place during the school day.

The curriculum is excellent, covering each of the six areas of learning. Excellent organisation allocates 'messy' activities, such as painting and glitter work, to one of the two rooms, allowing use of the other room for a wide variety of activities. During the inspection, children were engaged in some excellent imaginative play related to their theme of 'Journeys'. Outside, younger children carefully drew islands and stepping stones to travel safely between the islands to escape sharks! Inside activities included construction, sorting, painting, information and communication technology (ICT) and sharing books and stories.

All children without exception greatly enjoy the variety of activities on offer. Children's behaviour, and their consideration for each other, are outstanding. Indoors and outdoors, adults observed, or participated in, each activity, checking current learning and often encouraging children to make the next steps. Children learn about healthy lifestyles, including the importance of a balanced diet. During the inspection, at snack time, they happily chose what sandwiches they would like and how the sandwich could be cut from a square shape into triangles reinforcing their understanding of mathematical language and shape. At all times, they have access to milk and fresh water.

Relationships between children and staff are excellent. The very good use of questioning by staff really enhances children's spoken language and decision making. Children know that staff value their opinions, and will always respond promptly to suggestions and requests. The staff's close attention and outstanding care quickly settle children who are new to the setting. These children soon gain the confidence to interact with staff, peers and visitors and to feel outstandingly

safe and secure in the building and outside areas.

Children develop excellent self-care skills. They routinely wash their hands after painting activities, and at snack time and after using the toilet. Behaviour is often outstanding. Children develop valuable skills for the future, including social interaction, confidence in persistence in activities and the ability to question and make decisions.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

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