

The Meadows Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Pre-School is a privately run, non profit making, cooperative body. It opened in 2008 and operates within the Green Meadows Primary School Nursery. The pre-school utilises three rooms and has full access to the nursery and it's resources.

The Meadows is open each weekday from 8.30am to 3pm. A before and after school club runs from 8am to 9am and 3pm to 4.45pm, term time only.

Children have access to a fully equipped outside area. The pre-school currently supports children and families with special educational needs and/or disabilities

The setting employs seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards higher additional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are exceptionally well cared for in a safe, clean and caring environment. A strong commitment to inclusion ensures all children make excellent progress in their learning through a variety of interesting and motivating child and adult led activities, which are planned according to their individual interests and needs. Outstanding team work, partnerships with parents and effective links with other professionals ensure children have a high level of support in all areas of their learning. Leaders have a clear vision for improvement and sustainability. Policies and procedures are appropriate and implemented well by all members of staff, although some records are variable in quality.

What steps need to be taken to improve provision further?

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

- extend the written safeguarding policy to include a statement of what action will be taken should an allegation be made against staff
- further develop risk assessments to ensure they are reviewed regularly, signed and dated by the person who has undertaken the review.

The effectiveness of leadership and management of the early years provision

Children are safeguarded within the setting because staff have a good knowledge and understanding of the policies and procedures in operation. Risk assessments are in place, although some policies and risk assessments vary in quality. Safety equipment is in place and regularly checked under school policy. This ensures

children receive optimum learning opportunities within a safe environment. Appropriate records for all staff and adults who work or regularly visit the setting are in place. Appropriate records of accidents, incidents, medication and children's additional needs are maintained and communicated to parents. Entrances and exits into the nursery, pre-school and access to the outside area are secured with gates. The outside area is fenced securely. There are designated areas for toileting and nappy changing, maintaining children's privacy and dignity.

Resources and equipment are carefully sourced, reflecting the age and development of the children in the setting. Furniture is low level ensuring children have access to all resources. The outside area has been carefully planned to optimise the space and maximise the use of resources. This means the health and welfare of the children is promoted and they stay safe as they independently explore the setting, address new challenges and develop skills in risk assessing.

Partnership with parents is good, ensuring children's health and welfare is supported and their learning journeys are clearly communicated. Links between the setting, family and community are promoted. Parents identify children's starting points and staff use them to plan for the individual needs of the child. A parent/carer comments book, thank you letters and cards display an abundance of positive messages about the high standard of support and learning the children receive.

Outstanding partnerships with the nursery give the staff the support and expertise of the nursery teacher. This significantly enhances the children's learning experience by extending their learning into a wider environment. The strong links with nursery also ensure children experience a smooth transition from the pre-school to nursery. The setting's Special Educational Needs Co-ordinator maintains successful connections with other professionals, ensuring children with special educational needs or English as an additional language are given all the support they need to enhance their learning experiences.

The management team has a clear vision on how it can improve and sustain the provision, such as plans to build on and improve the outside area to make it more accessible in all weathers. They are aware of their strengths and weaknesses and acknowledge the areas they need to work on to maintain a high standard of provision. A strong commitment to high quality care is demonstrated through targeted training including use of the Pictorial Exchange Communication System and Sign Language. The management team are developing their self evaluation systems and engage parents by using simple questionnaires. Staff are involved in the evaluation process and the management team are collating their comments to develop an overall picture for improvement.

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

The setting provides a rich and varied learning environment, giving children plentiful opportunities for exploration and independent investigation. Staff are

enthusiastic and take an active role in children's learning, motivating the children to learn with fun and imaginative activities. Children are presented with developmentally appropriate challenges, which encourage them to test their skills and give them the confidence to try new things. Children are very animated and take a great deal of pleasure in group time. Children are given lots of praise with phrases like 'Fantastic, Brilliant, Well Done'.

Staff are passionate about engaging the children in activities, supporting their development across all areas of learning. This is expertly balanced with the children's individual need for rest or sleep, or additional needs. A robust key person system ensures children are given high levels of support. The learning environment is well organised and effective in helping children progress towards the early learning goals. Easily accessible areas enable children to find their own clothes and shoes ready for outdoor play.

Children show they feel safe and secure in the setting. They are happy, sociable and confidently investigate and explore. Staff give lots of cuddles and there is always a knee for children to climb on to if they choose to. Routines and activities are clearly explained to children so they know what to expect from their day.

Children are developing a clear understanding of how to be healthy because they grow, tend and harvest vegetables in the pre-school garden, then use these in cooking activities. This helps children to learn where food comes from and to make good choices about what they eat. The pre-school staff highlight the need to further develop hygiene routines for hand washing and put measures in place to address it, planning activities which concentrate on personal hygiene routines. Staff encourage children to consider healthy choices when they are choosing food from their lunch boxes, choices of cooked meals or healthy snacks. Fresh drinking water and fruit are readily available for children to help themselves.

Children benefit from the positive attitudes and good examples set by staff. They behave very well and are encouraged to help each other, share and be kind.

Children develop a very good awareness of cultures and lifestyles through imaginative activities linked to celebrations such as Chinese New Year, Easter and Shrove Tuesday. Resources showing positive images of disability have been introduced into the setting, some of which are centred around the children's favourite cartoon characters, for example.

Children make excellent, consistent progress in their communication, language and literacy skills because staff engage them in lively activities such as singing, story and group time. Displays in the setting and examples of the children's work illustrate a rich variety of words and letters. Children develop a very good understanding of numbers, weights, colour, shape, size and measure through focused activities, the use of ICT and through the use of everyday language, for example, 'How many sandwiches have you got today?'

Children's physical development is consistently enhanced by the interaction of staff in the outside area, supporting them to achieve age appropriate challenges and stretch their skills to new levels including climbing, stretching, balancing and

pedalling. Children's creative development is making good progress and is enhanced by imaginative and inspirational activities, such as role play, the use of the stage in the outdoor area and news of activities they have completed at home.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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