

Meadow Kindergarten

Meadow Kindergarten, The Bungalow, Old Meadows Lane, BLACKPOOL, FY3 9HH

Inspection date

Previous inspection date

15/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children's spoken language is well promoted and staff encourage communication and extend children's vocabulary. Staff foster children's love of stories by reading and telling stories very expressively.
- Children gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

It is not yet good because

- Risk assessments are not reviewed immediately when practice changes. Therefore, any hazards that may arise as a result of changes are not quickly identified leaving potential risks to children that are not managed.
- Quality is not yet consistent across the kindergarten and as a result, experiences do not always challenge or engage children as well as they might. In the baby room, activities are not always appropriate for their stage of development and support is not consistent to ensure their needs are always met.
- Some creative activities do not allow children sufficient scope to express their own ideas freely.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the playrooms and outdoor area.
The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector spoke with the manager, provider, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector and provider conducted a joint observation.

Inspector

Lynne Naylor

Full Report

Information about the setting

Meadow Kindergarten was registered in 2012 and is managed by Childs-Play Limited. The kindergarten is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two single-storey buildings in Blackpool, Lancashire. Children have access to four rooms and there is an enclosed area available for outdoor play.

The kindergarten employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, nine at level 3 and one at level 5. A staff with Qualified Teacher Status works part-time hours. The kindergarten opens Monday to Friday from 7.30am to 6pm, all year round. There are currently 148 children attending, who are in the early years age group. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language. A small out-of-school service is provided with five children currently on roll. Children are taken to and collected from two schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review risk assessments immediately when practice changes, in order to assess the risks and hazards that may arise and identify how the risk will be removed, minimised or managed
- review the organisation of the baby room to ensure staff are deployed effectively to meet children's needs and ensure their safety.

To further improve the quality of the early years provision the provider should:

- monitor and review practice across the whole kindergarten, in order to improve teamwork, share best practice and ensure consistent support for all children
- support children to find their own ways to represent and develop their creativity by, for example, providing pictures, paintings, poems, music, dance and story to spark their creative ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff observe children as they play, appropriately identify their next steps for development and suitably plan for some aspects of their learning. There are some logical links between the long, medium and short term plans. Where information is provided by parents, it is also included in the individual plans for their child. Themes are used by staff to plan a range of adult-led activities, some of which are linked to the children's current interests and seasonal events. However, staff provide a number of experiences, particularly art and craft, without a clear understanding of what children are intended to learn from them. Therefore, some activities and experiences are not suited to the child's ability, they are not achievable or lack challenge. Nonetheless, where teaching is good and indeed better, engagement and challenge are more than evident. As a result, children make satisfactory progress.

Parents are fairly well informed about their children's progress. Every term, meetings are held and children's learning journals are available to parents, although, these could be shared more frequently. Children are generally working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities. While they play alongside, staff effectively encourage children's communication and language skills and generally promote their physical, personal, social and emotional development. Children's sound progress in these three areas ensures they have the key skills needed for the next steps in their learning, such as school.

Staff talk to babies and sing songs and rhymes, which purposefully encourages their speaking and listening skills. Across all the ages, staff read stories expressively and frequently look at books with individual and groups of children. This effectively promotes children's interest in reading. Children enjoy painting, writing and drawing, which effectively promotes their early writing skills and their creativity. Staff are beginning to extend activities, such as role play, to include opportunities to write for different purposes. Four-year-old children recognise their first names and are beginning to write these correctly with well-formed letters during planned activities. For example, children copy their names from name cards onto brick-shaped cards for Humpty Dumpty's wall.

Some songs include counting, which raises children's awareness of number. In the baby room, staff introduce babies to number, shape and space; staff count as they build towers of soft blocks, which babies excitedly knock down. Older children construct with a range of different sized blocks, which enable them to solve problems relating to shape and space. Children develop a sound understanding of the world. Babies are supported to sit comfortably and explore technology as they push buttons on toys that activate sound and light. Older children confidently use technology as they operate computer programmes. They understand that the torch has batteries that need to recharge before it will work. Some craft activities relate to cultural and religious celebrations, which help children to develop positive attitudes towards difference. For example, children make flags with dragons on at Chinese New Year. They paint African patterns. Where children's home language is not English, staff have learnt some words, which help children settle in. They

are beginning to consider ways to embrace the home languages of children, so that all of them can gain a wider understanding of their own beliefs and those in their wider community.

Children use their imagination in the role play areas and with small world toys, such as the farm and animals. Toddlers make appropriate animal noises and pretend their animals are walking. Children are keen to use art and craft materials. Some pencils and crayons are freely available with some paper. However, in each playroom, pictures displayed show children often colour or collage on pictures drawn by staff. Colouring-in sheets are provided by staff with pictures that match the theme, for instance, nursery rhyme characters for the 'Nursery Rhyme' theme. Therefore, opportunities for children to use their imagination and develop their own creative ideas are not so well supported.

The contribution of the early years provision to the well-being of children

Before they start at the nursery, staff talk to parents about children's likes, dislikes and routines and take care to use the information. This enables children to feel secure and settle well. Staff ensure that any special diets are followed and children's preferences observed. Meals cooked on the premises are generally balanced and made from fresh ingredients. Children discuss the health benefits of foods. They talk, for instance, about how food gives you energy for the afternoon. Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. Babies have ample space to roll and crawl. Indoors, children squeeze pegs on to washing lines, handle scissors, glue sticks and paint brushes with increasing control. Children play outdoors daily. They manoeuvre tricycles, kick balls and walk with increasing balance across milk crates. Staff are on hand to give support and encourage new skills, such as helping children to jump and land safely. Additional optional physical activities are also offered with some older children taken out on the mini-bus to be coached for football and/or gymnastics. They develop good hand to eye coordination as they throw, catch and kick balls. Drama lessons are also offered as an optional activity.

Children move freely around their rooms and access a broad range of experiences that develop their growing independence and emotional well-being. Staff's calm and polite manner in the pre-school room sets a good example for children. Children refer to their agreed 'Gruffalo rules', which are attractively displayed on the wall. They receive praise for achievements and positive behaviour, which boosts their self-esteem and confidence. Children develop a sound understanding of risks and how to manage them. They listen to stories with safety messages, such as how to protect your skin in the sun. Children learn to consider the needs of others as they raise money for charitable events. Older children share concerns with staff, which demonstrates that they feel safe and are beginning to develop an understanding of acceptable behaviour. Staff generally sort minor squabbles quickly and sensitively. There is scope, however, to better organise the deployment of staff in the baby room and at mealtimes in the older children's room. This is in order to maintain children's interest in planned activities, pre-empt unwanted behaviour and reinforce their good social skills.

As children develop in age and ability, they move up to the next room and their sound

progress continues. Staff organise visits to the next room and support children to ensure they continue to feel safe and secure. Positive relationships with some of the local schools to which most children later attend, eases their transition from nursery to school. Children develop confidence and independence, which helps them to prepare for the next stage in their learning at school.

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

The provider and manager meet weekly to discuss the management of the kindergarten. They understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. A robust recruitment and vetting process is carefully followed to check and monitor staff's suitability to work with children. Staff receive induction training and a checklist monitors that they have been informed of all the relevant policies and practices. The manager easily identifies when staff training should be renewed as she keeps an updated list. Consequently, an appropriate number of staff are trained in first aid and all staff are regularly briefed on the procedures of the Local Safeguarding Children Board. Staff ably discuss the steps to report any concerns they may have about a child in their care.

Staff work well individually and relate to children in a kind caring way. However, management arrangements and staffing has recently been reorganised and staff have not had a chance to become fully effective as a team. Sufficient staff are employed to meet the required ratios and qualification requirements; staffing arrangements generally meet the needs of the children and ensure their safety. Although, babies are within sight and hearing of staff, they are not always effectively supervised as a group to ensure their needs are met. Staff keep, and share with parents, written records of accidents and injuries and their treatment.

The premises are suitably maintained, clean and presented in a safe and secure manner. Equipment and resources are safe and playrooms are well organised to provide opportunities for children to make choices and develop their independence and curiosity. Children move around freely. There are many pages of risk assessment, which are reviewed at least annually and everyday, staff follow a checklist to help visually check areas are safe. However, when practice changes, the risk assessments are not immediately updated to reflect the new hazards that arise and how these will be removed, minimised or managed. For example, at the inspection, older children independently and frequently open and close the door as they move between indoors and outside. There is no protection against fingers being trapped on the handle side of door or the hinge cavity side. This represents a risk of injury to children's fingers. The management team explain how the children are using a door to access the outdoor area that they do not usually use. They take immediate action to stop children using the door while they review safety.

Staff work generally well with parents, other professionals and other settings to meet children's needs. Partnerships with parents are sound as staff are friendly and welcoming. Parents spoken to at the inspection speak positively about the staff at the kindergarten and how they verbally share information on a daily basis. A varied range of information in

print and photographs on notices and displays are presented throughout the buildings.

Self-evaluation increasingly includes the views of staff, parents and children. The management team identify priorities from evaluation and take steady steps to improve their practice. Close links are made with the early years support team and detailed action plans have been implemented. The management team are steadily driving forward improvements to raise the overall quality of the kindergarten. A structured way of monitoring staff performance and the effectiveness of teaching has recently been introduced. Supervision is beginning to link to the identification of training to improve the effectiveness of individual staff. Regular team meetings are becoming useful for sharing ideas and for discussing any childcare issues. Practice to support children in their learning and development is not consistent. However, the management team are beginning to monitor and review practice across the whole kindergarten, in order to develop a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450099
Local authority	Blackpool
Inspection number	909886
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	148
Name of provider	Childs-Play Limited
Date of previous inspection	not applicable
Telephone number	01253 762731

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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