

Mini Meadows Preschool, Culworth

Culworth C of E School, The Green, Culworth, BANBURY, Oxfordshire, OX17 2BB

Inspection date	11/10/2013
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff develop firm relationships with children and parents enabling the transition from home to nursery to be as relaxed as possible. Detailed information gained from parents enables staff to provide care and plan learning opportunities accordingly, to meet children's needs and interests and make them feel safe and secure.
- Parents receive clear information each day about their child's day and the activities they have enjoyed. This ensures they are fully aware of the care and early education their children receive.
- Children enjoy a wide variety of nutritious, healthy foods that take account of individual dietary needs and preferences. Fresh fruit is provided for snacks and children benefit from planting, tending and growing fruit and vegetables in the allotment.

It is not yet outstanding because

- Staff do not consistently use discussions during adult-led activities to ask questions that extend children's language.
- Children become restless during some planned physical activities, for example, when completing an assault course children are expected to wait while one child at a time completes the activity.

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 spoke to the manager and staff at appropriate times throughout the day.
- The inspector observed activities taking place in the playroom and the children's involvement.
- The inspector spoke to parents and took account of their views.
- The inspector looked at children's learning journals, the settings policies and procedures and attendance registers.

Inspector

Tracey Boland

Full Report

Information about the setting

Mini Meadows was re-registered in 2008 on the Early Years Register and compulsory part of the Childcare Register and is a charity parent run committee pre-school group. It operates from a classroom in Culworth C of E Academy Primary School, in Culworth, Banbury. Children have use of one main group room and there is an enclosed area available for outdoor play. The pre-school also have use of the Culworth school facilities.

The pre-school is open Monday to Wednesday from 9am until 12noon, offering lunch from 12noon until 12.30pm and the afternoon session is from 12.30pm until 3.30pm. The pre-school is closed on a Thursday and open on a Friday from 9am until 12.30pm, term time only. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group.

The pre-school employs five practitioners. Of these, two hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status and the manager holds a level 5 qualification in early years. One member of staff holds a level 2 and is working towards her level 3 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- plan and organise physical activities for children so that waiting to take turns does not spoil their enjoyment

- help children build their vocabulary by consistently extending their language through planned activities.

Inspection judgements

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

Staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage and the seven areas of learning. Each child has a learning journal, which includes observations of their learning and progress, which is completed by their key person. Staff evaluate the information to identify the next steps in children's development and use the information to plan a variety of activities to meet their needs. This also

enables staff to identify where children may need additional support. Staff work well with parents to ensure continuity of care. Parents are kept informed each day about their child's day, their achievements and progress, and are encouraged to share their child's progress at home. Staff work alongside parents to complete their child's progress check at age two, which are then given to parents to share with other health professionals. Children are supported very well through routines and activities, which encourage their developing skills in readiness for school. Consequently, children make good progress in their learning.

Children enter a bright, welcoming environment where their artwork and photographs of them involved in activities are displayed. This enables them to share their work with parents and feel a sense of achievement. Resources are stored at low-level, which enable children to make an informed choice with regard to their play and develop confidence to request toys that they cannot see but wish to play with. Children play very well together and understand the need to share and take turns in play. Children enjoy the activities and are eager to become involved, for example, making vegetable prints using paint and cutting the fruit as they make the fruit salad for snack. However, staff do not always consistently extend children's communication and language skills by asking questions that extend their thinking and language skills. For example, when talking about the fruit and vegetables they are using to make prints and when preparing a fruit salad for their snack. Children learn simple addition and subtraction through many activities throughout the day, for example, weighing fruit and vegetables in the greengrocer shop within the role play area, adding and taking away pieces of fruit until the weighing scales balance equally. This encourages their reasoning and problem solving skills very well.

Children move around the room becoming involved in the activities and staff encourage them to make choices, including when they wish to play outdoors. Children have daily opportunities to develop their physical skills, including using large apparatus within the school hall, stilts in the garden to gain balance and control and cars and wheeled toys in the school playground. Planned activities within the school hall encourage children's all round physical skills. For example, children are enthusiastic when completing an obstacle course using balancing bars, ladders and soft mats to crawl, walk along and jump off. However, children at times become restless and lose interest in the activity as they have to wait for each child to complete the task. This results in children becoming a little boisterous and the activity being changed to regain their interest. Children enjoy growing, planting and tending to the settings allotment. They prepare the soil, plant fruit and vegetables and water them, monitoring their growth and picking them when ready for use. Therefore, children learn about how things grow and the importance of watering the plants to help them grow.

Children develop their skills when using technology through the use of the computer and younger children enjoy toys with various flaps, buttons and simple mechanisms, which they confidently operate. Consequently, children are gaining appropriate skills they need for the next steps in their learning. Children access a range of books, which they enjoy looking at together or alone and they thoroughly enjoy re-enacting known stories, looking for a bear while moving through different grasses and the undergrowth. They enjoy familiar books and older children join in with well-known phrases. This supports their early literacy skills appropriately. A range of resources and activities help children gain

awareness of the diverse society in which they live, including role play, dolls, food tasting activities and puzzles. Photographs of children involved in the wide range of activities are displayed encouraging them to recall the activities and talk about the similarities and differences they can see between each other. Displays reflect children's families as drawn by the children, which encourage further the discussion about the key people in their lives and any pets. Staff understand the importance of working closely with parents if any child has special educational needs and/or disabilities or English as an additional language and children enjoy learning French during the week. This broadens their understanding of the wider world.

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

Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs. This helps support them for the transition from home to pre-school and encourages their feeling of security. Each child is given their own coat peg to place their belongings which is labelled with their name and a picture to aid recognition, especially for the younger children. Time is spent sharing information between parents and staff, at the start and end of each day to ensure any changing needs are known and addressed. Parents sign all records to ensure they have been fully informed. Children become familiar with the routines within the school as thorough routines are in place to aid the transition from pre-school into the reception class within the main school. Buddying systems are in place for pre-school children and visits to the reception class enable them to gain confidence in readiness for their transition into school. Weekly visits to the reception class enable children to become familiar with the daily routine and build a relationship with reception class teacher. This supports parents and children extremely well.

Children enjoy a varied range of nutritious snacks throughout the week and are actively involved in making them, for example, a fresh fruit salad, taking account of dietary needs and preferences. Staff seek detailed information from parents about particular dietary requirements, which are recorded and respected. Mealtimes are social occasions as the children sit chatting to their friends and staff who support the younger children as required. Children's independence is encouraged throughout the day including self-registration when they first arrive and at snack time, where they help themselves to food and drink. Children have plenty of fresh fruit each day at snack time and talk about the foods they are eating. This enables staff to reinforce what they have already learnt about foods that are good for them, recently through the celebration of the harvest festival. Children's independence is encouraged with regard to their personal care needs through the routines that are in place, for example, using the bathroom and washing their hands at appropriate times throughout the day. All children learn appropriate hygiene routines, which are also displayed as a reminder, and staff are good role models, washing their own hands. Staff support children with nappy changing and toileting as needed and children's personal care needs are met well throughout the day. Staff are supportive of all children to ensure their independence is continually nurtured.

Behaviour within the setting is good and children are kind and considerate towards each other. Staff are calm and consistent in their approach to behaviour and, as a result, children understand what is expected of them, such as walking quietly within the school and not running indoors. All children receive praise and encouragement and staff are excellent role models. Children are polite and kind to each other and manners are encouraged at all times. Children learn about keeping themselves safe both indoors and outside, for example, by practising the fire drill so they know what to do in the event of an emergency and holding hands when walking to and from the allotment and school garden. Staff ensure the environment is healthy and safe and all areas are checked prior to the children using them. Written assessments of risk within all areas used by the children ensure potential risks are identified and appropriate action taken to minimise them. Daily visual checks are also completed so children remain safe at all times.

Children enjoy their time outdoors as staff have organised the play area to allow freedom to run, jump, use wheeled toys and climb. Suitable waterproof jumpsuits are provided enabling children to access the outdoors in all weathers. They learn the importance of fresh air and their own safety through discussions with staff.

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

Staff have a good understanding of safeguarding children in their care and their role and responsibility in protecting them from abuse and neglect. All required checks are completed to ensure staff are safe and suitable to be in the proximity of the children and therefore, remain safe. Well written policies and procedures are in place, which reflect the ethos of care and are shared with parents during their initial contact with the nursery and on an ongoing basis. Staff keep their knowledge and understanding of childcare practices up-to-date through training and development. They continue to develop their knowledge of the learning and development requirements and the implementation of any changes. The manager monitors the quality of practice within the nursery, completing peer on peer observations, looking at observations of the children and staffs assessments to ensure children's learning needs are being identified and planned for appropriately. Consequently, children progress well.

Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Clear planning ensures that staff to child ratios are adhered to, which maintains children's safety. Staff benefit from individual supervisions and team meetings enabling them to share information they have learnt from any training courses they have attended and any new ideas they may have. The staff team have formed strong partnerships with the school and other professionals involved in a child's life enabling them to continually meet the needs of the children. As a result, all children's needs are known very well, are valued and included.

Management and staff feel self-evaluation is an important part of the service they provide and seek the views and opinions of parents through the use of questionnaires and verbally each day. Parent's comments are also sought while looking through their child's learning

journal and discussing their child's placement. Parents spoken to during the inspection spoke highly of the care their children receive and the strong communication that is in place. They feel staff are approachable and meet the needs of their children very well. Staff have worked hard since the last inspection to address the issues raised. A clear and concise safeguarding policy is in place and known by all staff. Consent has been obtained from parents for seeking emergency medical help in the event of a serious accident or medical need. All records are stored securely and within the boundaries of confidentiality.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY381324
Local authority	Northamptonshire
Inspection number	873868
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	23
Name of provider	Mini Meadows Preschool Committee
Date of previous inspection	11/02/2009
Telephone number	07984053396

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

