

Meadowlands Pre-School

Meadow County Primary School, Dolphin Crescent, Great Sutton, ELLESMERE PORT, Cheshire, CH66 4SZ

Inspection date	22/11/2013
Previous inspection date	24/09/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are safe and secure and happy to learn because staff ensure their safety and place the utmost priority on safeguarding them.
- The quality of teaching and learning is consistently first class. Staff have high expectations and are excellent role models and consequently children make rapid progress from their starting points.
- Excellent working relationships with children, parents, key persons and other providers ensure that children make smooth transitions and are extremely well prepared for the next stage in their education.
- Children's assessments are precise and sharply focused on areas for development. Therefore, children's next steps in their learning are accurately planned to support further learning most effectively.

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.

Inspection activities

- The inspector observed and talked with children as they played and interacted with each other and staff members.
- The inspector conducted a joint observation with the manager of the preschool.
- The inspector discussed aspects of policy and practice with the managers and staff.
The inspector looked at a wide range of documentation, including observations,
- assessments, planning, relevant policies and procedures and health and safety documentation.
- The inspector talked with parents and carers, viewed completed questionnaires and took into account all views.

Inspector

Margaret Foster

Full report

Information about the setting

Meadowlands Pre-School was registered in 2002 and is on the Early Years Register. It operates from a purpose built unit in the grounds of Meadow County Primary School, in Ellesmere Port, Cheshire and serves children from the local area. The pre-school opens five days a week during the school term time. It is open from 9am to 3pm and children may attend for a variety of sessions. The setting offers a morning session from 9am to 12noon and an afternoon session from 12noon until 3pm. Some of the children stay all day and for them a lunch club operates from 11.30am to 12.30pm. The pre-school provides funded early education for three- and four-year-old children. There are currently 50 children on roll, all of whom are within the early years age range.

The setting supports children who speak English as an additional language. The setting employs a total of 12 staff who work directly with the children. Of these, 10 hold appropriate early years qualifications at level 3 and one apprentice is currently working towards her level 2. Of those 10 two have Foundation Degrees and one has Early Years Profession Status and a post graduate certificate in Early Years Practice. There is also a specialist practitioner in autism. The manager and staff receive support from the local authority early years team.

What the setting needs to do to improve further

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

- further extend the use of signing, gesture and visual symbols for some of the children still developing their communication skills, supporting them to understand the meaning in vocabulary.

Inspection judgements

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

The pre-school staff establish secure partnerships with parents and children, gathering information in the baseline assessment, which enables them to plan effectively for children's excellent progress. A flexible settling-in process adapted to the needs of individual children ensures that they are highly confident in the pre-school and therefore quickly thrive in the environment. The staff are skilful in finding out the children's interests, through discussion with parents and rigorous observation of how children learn, both at home and in the setting. This results in activities being offered that are highly stimulating and the children are extremely enthusiastic and motivated to learn. Children's interests are catered for in the wealth and range of sensory and mark making opportunities offered, for example, as they use shaving foam on the table to make

patterns and drawings.

A highly stimulating environment, both indoors and outdoors, offers quality resources that engages the children's interests and staff expertise in child development ensures that children's learning is both consistently challenged and extended. Consequently, children make rapid progress in their learning and are developing a wide range of skills, including the ability to solve problems, which greatly supports the next stage in their learning. For example, in the outdoors, children learn to build to high levels with large blocks by the expert modelling of staff about how to support the structure so that it does not fall down. This teaches them about balance and load bearing and challenges their learning. Children are encouraged to think more creatively and have the confidence to try out new things because of the quality of the staff interactions and highly skilled staff. Staff deployment is excellent, particularly in the outdoors where groups of children have a member of staff supporting their learning at all times. For example, in the sand pit the Early Years Professional talks to a child who has made sandcastles and trays of sand cubes. The child sprays the cubes with water over and over again, remarking 'Look, look, it's melting'. She repeats this over and over again to the member of staff as she watches the process of the water making the sand structure disintegrate. The member of staff ably supports her learning by repeating phrases and giving positive feedback to the child but allowing time for the child to experiment and problem solve independently.

Children learn from a fully inclusive environment and innovative teaching that is accessible to all children. For example, stories are told using actions and words so that children can join in. Staff use repeated phraseology, for example, 'heave and pull and reel the fish in,' that draws the children in and those children with limited language are helped to understand the more complex words by following the actions. The staff use excellent communication strategies, such as, active listening and open-ended questions so that children have time to respond and think about how they would solve problems. These strategies help all children, including those who speak English as an additional language, to make rapid progress in their communication skills. Children learn mathematical language about the size of the fish in the story to extend their understanding and use of vocabulary, such as, 'cast' and 'reel' and words associated with fishing. There is however, scope to develop the use of more visual symbols to help the children with limited language to gain a greater understanding about the story, particularly the meaning of words. Children's developing social skills are enhanced by visits to the local library, fruit shop and post office as they learn about vital life skills and experiences of how to use money and post letters. The pre-school staff are proactive about ensuring children's experiences are constantly reviewed and all possible activities for learning are harnessed.

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

Children display high levels of confidence to make choices about what they want to play with and are ably supported by teaching that highly motivates them. Their creative work is displayed imaginatively around the pre-school and demonstrates strongly that they are unique and valued. This gives the children confidence to know that they are important and that their self-expression is highly valued and welcomed.

Children's independence is promoted by the organisation of resources. For example, photographs on boxes and drawers help children to self-access and replace their chosen items. Cartoon characters from known stories are used creatively as visual prompts over the sinks to support children's hygiene and hand washing practices, so that they are reminded when to wash their hands. Children set the tables for snacks and prepare the fruit for each other and are supported by the expert role modelling of the staff in building independence and confidence. Key person relationships are highly effective with both parents and children, ensuring that optimum opportunities for learning are explored and these extend to community partners. This ensures that the children's transitions to other settings are extremely well supported.

Children's health is particularly nurtured by the choices for snacks, for example, bread sticks, toast and fruit. All children can access daily exercise and fresh air in the extremely safe and well-resourced outdoor space. The staff join children at the tables and initiate conversations about what they have been doing and teach table manners. Snack time is a social occasion, where children are learning about turn taking and tolerance.

There is continuous access to the outdoor activities, which means that children learn to experience the effects of exercise on their bodies and are experiencing riding bikes and scooters at varying speeds and pace. Staff challenge learning by the introduction of 'stop' and 'go' signs and a zebra crossing. Consequently, children learn about road safety and keeping safe from harm during their physical activity. Children's behaviour is excellent and positive reinforcement is routinely used exceedingly well to promote this in the pre-school. Children respond well and are accepting of each other's differences. Older children support their younger peers amicably and therefore they play harmoniously together in the environment.

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

Children's safety and welfare is expertly promoted and staff demonstrate a wealth of knowledge about safeguarding and keeping the children safe. Staff are able to identify signs of abuse and know the correct procedures for reporting concerns. Rigorous risk assessments in the indoor and outdoor environments and the use of coded entrances and closed circuit television assure parents that their children's safety is given the very highest priority. Robust policies, which are meticulously applied in the setting, are shared with parents and regularly reviewed.

Staff monitor the parent questionnaire responses to make sure that all children's needs are met continually. Consequently, the optimum environment for children's learning is offered and ensures that they make excellent progress from their individual starting points. Children's assessments are accurate and the expert use of observations within the setting and from home feed into individual plans for children's learning and secure next steps matched to needs. Meticulous evaluation of teaching programmes and monitoring of the environment since the last inspection has secured significantly enhanced provision,

resulting in improved conditions for children's learning and development in the Early Years Foundation Stage.

Children benefit from the highly skilled and innovative teaching and the management teams continuous drive to improve the pre-school. For example children's individual planning is evaluated after activities have taken place each week to identify areas that could be improved. Therefore, this has a significant impact on children's learning and reflects positively in their excellent progress in the pre-school. Children's assessments are regularly monitored to ensure consistency in staff's knowledge and so that any training needs can be addressed. An emphasis on developing the staff through peer mentoring, shadowing and training based on identified priorities, highlights the inspirational leadership of the setting and the continuous drive to improve the provision and significantly impact on children's progress in the pre-school. Excellent partnerships with other settings, fully supports continuity in learning experiences for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY249033
Local authority	Cheshire West and Chester
Inspection number	877504
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	50
Name of provider	Meadowlands Pre School Committee
Date of previous inspection	24/09/2010
Telephone number	01947339 8218

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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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