

Meadow Farm Pre-School

The Scout and Guide Headquarters, Field Crescent, Shrewsbury, SY1 4PW

Inspection date	08/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		3
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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children with special educational needs and/or disabilities are fully integrated into the pre-school and staff work closely with parents and other professionals to ensure that their individual needs are met.
- The pre-school fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through daily safety checks, good supervision and vigilant staff.
- Staff are good role models; they speak respectfully to children and give them clear guidance. This helps them develop positive relationships with others.
- Staff organise the learning environment sufficiently. This allows children to make independent choice from equipment available as they make steady progress in their learning.

It is not yet good because

- Teaching requires improvement as staff do not consistently use the information gathered from observations and assessments to plan activities which continually challenge children.
- The strategies for involving parents in sharing information about their child's achievements are not fully effective.
- Opportunities for children to link sounds to letters, appropriate to their age and stage of development, are not yet implemented into daily routines.

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 within the large hall.
- The inspector spoke to children and staff during the inspection at appropriate times.
- The inspector looked at children's learning journals, profiles and documentation as part of the inspection.
- The inspector took into account the views of a parent and carer at the time of the inspection.
- The inspector carried out an observation of an activity with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lesley Bott

Full report

Information about the setting

Meadow Farm Pre-school was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Scout and Guide hut in Sundourne, Shrewsbury. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including two with level 4.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 30 children attending, who are in the early years age group. The pre-school provides funded early education for two- and three-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve teaching by ensuring the information gathered from observations and assessments is used effectively to plan activities that are challenging but achievable for all children
- ensure that parents have opportunity to be involved in their children's progress through receiving access to their learning journals and being able to add their views or comments.

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

- further develop and encourage children to frequently link sounds to letters by providing more regular activities linked to this area of teaching, which are appropriate to children's age and ability; in particular to seeing their name in print.

Inspection judgements

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

Staff offer a warm and welcoming environment for children. They recognise that children learn through play and therefore, provide a broad range of interesting activities, which engage and capture children's interests. Acceptable planning and monitoring across the

seven areas of learning ensure that all aspects are sufficiently covered. All staff use their observations suitably to help children move forward. As a result, their teaching methods ensure children are making steady progress. Staff record children's achievements in their 'Learning Journey' book, which also includes a range of photographs. A termly report is prepared by staff, as a summative assessment of children's progress, however, this is not sent out to parents for them to have an opportunity to add their comments or views to this. As a result, they are not kept up to date about their child's learning and development to further benefit their children's continuity in learning. Although, staff use tracking sheets to monitor children's progress these are not used effectively enough to plan further challenging activities for individual children. This results in planning not being sufficiently precise to meet the needs of individual children as there is more emphasis on staff planning for a group of children. Therefore, activities do not always provide challenge to enable all children to make best progress given their individual starting points and capabilities. Children enjoy their experiences at the pre-school and eagerly engage with staff and peers. Staff's interactions and teaching techniques are positive and show some understanding of how to encourage and capture children's interests. Furthermore, staff follow children's interests when planning activities and experiences. Staff appropriately respond to children and ask questions to extend their learning. For example, when playing with the trains they ask children to find the red train, or to try and find another train the same colour as the brown one they are holding. This helps children begin to recognise and identify their colours through critical thinking.

Staff discuss children's needs with their parents as they collect their child. This provides parents with information of their child's achievements and activities during the session. Children learn through a balance of adult-directed activities and child-initiated exploration. They choose from a suitable range of construction bricks to build towers and structures and they use their imagination well when playing with the train set. For example, children work together to set out and join together a track before putting their trains onto this. They talk with staff about the parcels they have on their train and what could be in them. Children enjoy choosing the different activities within the varied zones and enjoy riding the bikes around the large hall, negotiating around each other as they scoot about. Staff make group activities interesting by building on what children know. They ask questions that encourage their involvement and develop their confidence in counting and adding to numbers. This prepares children for the next stage in their learning as they move on to full-time school. For example, being able to count confidently up to 10 and start to copy the numbers onto paper as they listen to the story based on counting numbers.

During group circle time all children sit together and listen attentively to a story as they learn new vocabulary and contribute with their ideas and experiences. Staff listen to what children say and adapt their questions, so they build on what children know. However, the environment is not rich in print for children to learn about words, in particular to see and identify their name on a regular basis. This restricts children in making connections between sounds and the written word. Staff are sensitive to the needs of children, who have a special educational needs and/or disabilities and work with external agencies to provide play plans that relate to their individual needs.

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

All staff have a strong understanding of how important it is that children develop a secure sense of well-being. The pre-school provides a welcoming environment for all children, parents and visitors. Children develop strong and trusting relationships with their key persons, who act as good role models, treating children with sensitivity and kindness. As a result, children settle and separate happily from their parents. This ensures that children's emotional well-being is effectively fostered within the pre-school. Children settle easily into the pre-school and staff discuss with parents aspects of their care needs and routines, so these can be followed when they start attending. There are effective transition arrangements in place for children when they move from the pre-school into school. For example, children undertake visits to the school supported by their key workers and teachers are invited to the pre-school. This ensures that the move to school is smooth and managed sensitively.

Snack and mealtimes are a social occasion when all children sit at tables and access fresh fruit, vegetables and drinks. Children's dietary requirements are adhered to and staff help children understand which food contributes towards a healthy lifestyle. Staff recognise the importance of children taking an active role in their environment. They encourage children to enjoy taking responsibility for small tasks, such as preparing the food for mealtimes and peeling and cutting up the fruit. Children learn how to be independent as they pour their own drinks and serve themselves at mealtimes, which prepares them for the next stage in their learning and promotes their confidence.

An appropriate range of toys and resources that are suited to the ages of children and their stages of development are easily accessible. Children behave well and develop attachments with other children in their group, which helps them feel settled and secure. Staff praise children frequently as they attempt to complete tasks and they give clear guidance about acceptable behaviour. For instance, they encourage children to apologise to others. As a result, children begin to learn the boundaries of behaviour and treat others with respect. Children learn about safety as they take part in regular fire drills and know not to run indoors. They enjoy the responsibility of carrying out small tasks, as they tidy away equipment as they sing their 'tidy up' song ensuring the environment is clear and safe before starting a new activity. Children learn about keeping themselves healthy through the nursery routines as they wash their hands before their meals and after using the toilet. The outdoor area provides regular opportunities for children to access fresh air on a daily basis, in order to promote their health as they develop an understanding of the benefits of physical exercise on their bodies.

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

All staff have an appropriate understanding of safeguarding requirements. They have attended training and understand the procedures to follow if there are concerns regarding a child's care. The staff team are experienced and suitably qualified. All staff in the pre-school have a Disclosure and Barring Service check completed to ensure their suitability to

work with children. Relevant procedures for staff recruitment and selection are in place to ensure that references and checks are carried out prior to staff starting work. Staff have opportunities to undertake training to further their experience and skills to contribute to children's well-being and improve practice. Training and professional development is supported by the committee through staff appraisals and peer observations are carried out by the manager to monitor staff progress and practice.

The manager has a clear understanding of their responsibility in meeting the learning and development requirements, including monitoring the planning and delivery of the educational programme. The manager has an accurate view of the quality of teaching and knows what needs to be done to improve it. This is down to regular staff meetings and overseeing of the planning in place by key persons ensures consistency throughout the pre-school. The self-evaluation of the pre-school is still in early stages, however, it is beginning to identify plans for improvement. For example, action is being taken to improve the quality of the learning journals in place to help identify the progress of children, through more evaluative observation.

Parents spoken to at the time of the inspection comment that they are pleased with the way that staff support their children, particularly those with special educational needs and/or disabilities. They appreciate the flexibility of staff to their needs and acknowledge the new healthy menu for snack and lunchtimes. Staff are fully committed to supporting a sound relationship with parents. Staff share information with them daily on their child's activities throughout the session. Staff successfully work with a range of specialist services in the local authority to make sure children with special educational needs and/or disabilities receive the support they need. This collaborative approach works well for children and their families attending the pre-school.

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	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	EY467074
Local authority	Shropshire
Inspection number	931108
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Meadow Farm Pre-School Committee
Date of previous inspection	not applicable
Telephone number	07986 054952

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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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