

QKS Meadowview Nursery Ltd

Meadow View Nursery, Appleby Road, KENDAL, Cumbria, LA9 6PP

Inspection date

12/03/2014

Previous inspection date

18/11/2009

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

- The forest school facility, and the opportunity to play out in all weathers in the garden and outdoor play area, enable children to safely explore and investigate their natural surroundings. This also makes a significant contribution to the good progress they make, particularly in their personal, social, emotional and physical development as well as their communication skills.
- Quality of teaching is good. Staff have a very good understanding of how children learn, which ensures that each child is fully supported in making good progress in their learning and development.
- The manager and staff team demonstrate a good understanding of their responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Partnership with parents and carers are well established through effective induction and frequent communication. Information is effectively gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to provide more opportunities for children to develop their independence and self-help skills during snack and lunchtime routines.
- There is scope to enhance children's understanding of the difference and diversity of the world, family backgrounds and their local community.

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 children playing in the main playroom, outdoor play areas and the forest school play area.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the manager and deputy manager.
- The inspection observed activities with the manager and completed a joint observation.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

QKS Meadowview Nursery Ltd opened in 2005 and is one of three establishments managed by a limited company. It operates from a single storey building within its own grounds in Kendal, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 5.30pm, for 51 weeks of the year. Children attend for a variety of sessions. Children are cared for in one large playroom. All children have access to an enclosed outdoor play area and forest school area. The nursery has a pet rabbit.

There are currently 42 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children for whom English is an additional language and children with special educational needs and/or disabilities.

There are currently eight staff employed at the nursery. Of these seven staff work directly with the children, who all hold an appropriate early years qualification, including the manager with a BA Joint Honours Degree in Care and Education of Very Young Children and Disability Studies and Early Years Professional Status. Seven of the staff have qualifications at level 3. A helper is also employed to cover lunchtime. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- extend opportunities for the nursery children to further develop their independence and self-help skills during snack and lunchtime routines
- extend further the visual images, resources and activities to raise children's awareness of people's similarities and difference, including, those with a disability and those from different cultures, and community and family backgrounds.

Inspection judgements

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

The quality of teaching is good. Staff have a very good understanding and knowledge of children's individual needs. As a result, they clearly identify the good progress that

children make in relation to their starting points. Staff complete detailed assessments and clearly identify the next steps for children's learning. Staff adapt activities and their teaching strategies so that all children, including those with special educational needs and/or disabilities, remain fully engaged and included. For example, all children are asked to help to carry the used bowls and cups into the kitchen when they have finished preparing the modelling dough. Staff ask children to help to sweep up the mud from children's boots and ask them to collect the dustpan and brush and empty it in the bin afterwards. Staff are very supportive, receptive and responsive to the choices children make during their play. They skilfully ask children open questions to encourage them to consider their approach to activities. As a result, children are well supported and inspired in their learning, which enables them to gain the skills they need in readiness for starting school.

Children love playing outdoors in the fresh air and joining in the forest school activities. They have a strong exploratory approach as they experience numerous exciting and enjoyable activities outside. Children learn how to keep themselves safe. They know the rules of the forest and recall them before they start to explore and investigate. Children are motivated and enthusiastic in their learning. They look at the plants and name them after noticing how much they have grown since they last visited the area. They remember that plants are living things and should not be picked or damaged; as a result, they learn to care for their living things and their environment. Children learn to take risks in safety as they climb trees and balance on upturned logs. Staff are close at hand to support their new physical feats, watching them swing on rope swings and use a real saw, hammer and nails to join pieces of wood together. Children constantly engage with the staff who constantly encourage, support and praise them in all that they do. As a result, their personal, social and emotional development is effectively promoted. Children learn to cooperate with others, to work as a team, while gathering wood with the staff for the fire, so that they can heat up their hot chocolate drink and eat their snack. As a result, children develop an increased awareness of the consequences of their actions on other people and the ability to undertake activities with others. Children's imagination is inspired by the natural habitat. They pretend to be dragons attending dragon school and the first thing they learn is how to fly. So they flap their arms as they run round the paths and sit on the logs to discuss what dragons learn next. As a result, children's spoken language is prompted by the visual and other sensory experiences they engage in and they develop a wonderful imagination.

Partnerships with parents and carers are good. Staff strive to involve them in all aspects of their children's care and learning. They warmly welcome parents on arrival to find out how the children are and to ask what they have been doing at home. Staff provide parents with 'wow' voucher cards which they complete and add to the wall display in the nursery. The staff encourage this so that parents share children's experiences seen out of the nursery with them. These are entered into the children's progress files. Staff ask parents to contribute to the children progress records by add their comments on feedback sheets after looking at the records, and as a result, a bigger picture of children all round learning is obtained. Children with any additional needs are well supported. Staff obtain help from specialists to deal with any medical conditions children may have and exchange a wealth of information about the care of children to ensure consistency. Specialist individual educational learning plans are maintained and closely followed by staff to ensure all

children's needs are well met. Consequently, there is a unified approach to promoting children's learning and development.

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

Children are very happy, settled and contented. There is a well-established key person system that helps children to form secure attachments with staff immediately on starting. Staff are observant of children's behaviour and quickly intervene when needed, to help children become tolerant of others as they play. This means that children learn to cooperate and are beginning to understand the need to take turns during activities and when using resources. Staff give children lots of praise, which successfully develops their self-confidence and self-esteem. Children form good relationships with staff and are happy to have their involvement in their play. When they have completed something they shout on them to have a look at what they have done or take it over to them. Their faces light up as staff praise their achievement and proudly celebrate it with others. Children develop an awareness of their own feelings, and those of others, as staff focus on explaining to children the consequences of their actions when required.

The nursery encourages children to eat healthy, get plenty of fresh air and exercise and spend lots of time playing outside, whatever the weather. This effectively promotes their very good health and promotes their all-round physical development. Parents are consulted about the contents of packed lunch boxes and children are provided with a range of healthy fresh fruit snacks throughout the week. Hot meals are provided through the local secondary school and transported over for the children who require one. Children also grow their own seasonal foods in the nursery garden, where they sow and harvest, and then cook their own produce in the kitchen for snack time. As a result, children learn about healthy eating and foodstuffs and looking after themselves. Meal times are a social occasion where children sit together at tables and learn to talk to one another. However, staff do not always give children the opportunity to become more proficient in their self-help skills and independence at this time. For example, staff do not enable children to set their table, serve themselves or clear away their utensils. Therefore, children do not always have the opportunity to further develop their independence and self-help skills by taking responsibility for simple, age-appropriate tasks. Staff encourage children to dress and undress themselves, help to keep their environment tidy and learn basic hygiene routines of washing and drying their hands and toileting. Staff work well as a team to provide children with a warm, welcoming, exciting and stimulating learning environment. Children are provided with a wide range of indoor and outdoor resources to successfully capture their enthusiasm for learning. For example, they use their imagination outside while constructing a fire engine out of cardboard boxes and transporting water in buckets to put the fire out. They learn how to make modelling dough and how adding food colouring makes the dough change colour. Children competently use computers and complete play tray and more complex jigsaws. Staff respond with enthusiasm as children walk up to the forest school and play games along the way. They look at the community garden and once inside the enclosed forest school area they explore the vegetation and look for insects. The staff take resources to the forest area before children visit so they check it is safe and makes sure that resources are available for them to use. The children

inspect the insect's natural habitat by looking under logs using magnifying glasses and torches to see them. Staff make good use of all areas of the nursery to provide a wide range of play experiences that inspire children to learn as they play.

Staff supervise children well and provide one-to-one support and guidance for children when needed or when specifically required. This helps children begin to learn about their own safety and the safety of others. Children behave well following the good role model set by staff. They learn to share and take turns and to cooperate and support each other in activities. Staff support children well and provide a balance of adult-directed and child-led play. Staff plan and promote a number of activities related to different cultural festivals. However, there is room to extend the range of resources that promote positive visual images of difference and diversity, to build on children's awareness and acceptance of others and of their diverse backgrounds and the community. Children are well prepared for their future moves on to school. The staff team has established good links with the feeder schools close by, and as a result, children move smoothly from one to the other. Teachers visit before children start school to observe them during play and talk to staff about children's individual needs. Staff complete summaries of children's progress and share them with parents, carers and teachers before children leave. Children also visit their selected school before the end of the summer term which enables them to become more familiar with their new environment. This also helps prepare them for their future move on to school.

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

Staff have a good understanding of the procedures to follow if they are concerned about any child in their care. Staff meetings are held with children's key persons to monitor children's well-being and review staff understanding of safeguarding and other emergency procedures. Children are protected through the robust recruitment procedures in place to ensure staff are suitable to work with children. All new staff have had appropriate checks completed and undertake a full induction. Children's safety and security are well maintained. Staff complete risk assessments for the premises and outings, for example, in relation to visits forest school play area. They complete the individual assessments for children who have particular needs. Children learn safe practices and learn how to keep themselves safe. For example, they know the forest school rules, complete the fire evacuation procedures regularly and know not to open locked gates or speak to strangers. The manager effectively monitors the nursery provision and the service they provide by completing a review of the nursery. All staff contribute to the self-evaluation process and it also includes information gathered from parents, carers and children. Any recommendations set by the local authority advisers through their annual monitoring visits are met and previous recommendation from inspections are completed. The manager and staff team work hard to identify other areas for development and have an action plan in places with achievable targets identified. As a result, children benefit from a continually improving setting. They have a clear vision to one day have a purpose built baby unit attached to the nursery to further meet the needs of the parents attending the nursery.

The manager and staff team have a good understanding of their responsibility to ensure the nursery meets the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager works alongside staff and uses her expertise and knowledge to provide a good role model. Staff attend regular training that enhances their practice, for example, on the evaluation of children's well-being and involvement and forest school activities. Continuous professional development is encouraged for all the nursery staff. They have access to a good range of training opportunities to further develop their skills. Staff cascade their own training back to all the nursery staff and discuss their learning with the manager. There are clear, effective systems in place for staff appraisal and supervision meetings. These meetings are used effectively to ensure staff continue to be suitable to work with children and their teaching remains at a high quality. The manager and deputy manager coordinate, track and monitor children's individual progress to see if they are emerging, expected or exceeding their levels of development. Staff use this information to develop termly progress records for promoting the next steps for children's learning. The manager and deputy monitor staff's written observations and assessments and together they use them to discuss children's progress with key persons. They evaluate the educational programme to ensure it continues to meet children's individual needs and plan a balance of adult-led and child-initiated activities using children's identified interests. Staff make accurate judgements on children's progress. If gaps in achievement are identified staff are proactive in obtaining help from other professionals through the referral processes developed with parents to ensure that children are swiftly supported.

Partnerships with parents and carers is good. The parents express a high regard for the staff and the service the nursery provides. Parents state that they are very happy with the nursery and describe the manager and staff team as 'fantastic'. Parents said that they highly recommend the nursery to others and feel their comments are valued and their views are respected by staff. Parents feel welcome in the nursery and say that the staff are always friendly and approachable. Parents feel involved in their children's learning and they feel informed by staff about their children's progress. The nursery staff understand clearly the benefits of working in partnership with others settings children also attend. They strive to make this happen to ensure continuity of care and learning.

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 | EY317315 |
| Local authority | Cumbria |
| Inspection number | 856835 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 42 |
| Name of provider | QKS Meadowview Nursery Ltd |
| Date of previous inspection | 18/11/2009 |
| Telephone number | 01539 722888 |

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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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