

Meadowpark School and Nursery

Meadowpark School and Nursery, Calcutt Street, Cricklade, SWINDON, Wiltshire, SN6 6BA

Inspection date

17/03/2014

Previous inspection date

06/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 well qualified staff team provide children with a varied and interesting range of developmentally appropriate learning experiences. They offer children lots of opportunities to make their own choices and decisions about their play. As a result, children make good progress in their learning.
- A strong focus on the development of communication and language skills means all children are making rapid progress, including children whose starting points are below those expected for their age.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- There are strong partnerships with parents and outside agencies. Support and inclusion procedures for all children are a key strength of the nursery.

It is not yet outstanding because

- Children do not always have sufficient opportunities to use mathematical concepts within their play and activities. Staff do not always provide consistent opportunities for children to demonstrate their growing independence in their everyday 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the playrooms and the outdoor areas.
- The inspector spoke with the owner, manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's inclusion policy, behaviour management policy, improvement plan and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector
Julie Swann

Full report

Information about the setting

Meadowpark School and Nursery was first registered in 1994 and changed the registration to accommodate under three year olds in 2009. It is a privately owned setting, registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a purpose built, single storey setting in the rural town of Cricklade, near Swindon. There are four base rooms for children under two years, a sleep room, a milk kitchen, a large area for messy play, a hall and four base rooms for children aged two to three years. There are three base rooms for three to five year olds. There is an enclosed outdoor area with impact absorbent surfaces, a covered area and climbing apparatus. There is a large car park with level access to the setting. There are currently 136 children attending who are in the early years age group. The nursery is open each week day from 7.30am to 6.00pm for 47 weeks of the year. Children attend full- and part-time sessions. The setting employs 27 staff to work directly with the children. Of these, twenty three staff hold an appropriate early years qualification at level 3 and four staff are currently working towards level 3. The registered person holds the Bachelor of Arts Post Graduate in Children's Education (PGCE) qualification and the nursery manager has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- improve staff use of daily opportunities to support children to undertake simple calculations.
- increase opportunities for children to further enhance their existing levels of independence, for example, by encouraging them to wipe their own noses to fully extend their self-care skills.

Inspection judgements

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

Children are enthusiastic and motivated to learn in this good quality nursery. Staff have a good understanding of the educational programmes overall and have implemented effective systems for observation, assessment and planning. The staff analyse observations to help plan for children's next steps in their learning. They use good tracker systems to show whether a child is emerging, developing or secure in specific aspects of their learning and development. This gives them a good overview of where children are in their learning and where they may need to target any support to ensure they continue to make good progress. Clear planning for children's next steps ensures staff are

continuously supporting children to make good progress across the areas of learning. The key person system is very effective in establishing positive partnerships with parents to support children's all round development. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journal records with their child's key person. This means that children's learning is promoted well between home and the setting.

Opportunities for outdoor and physical play are very good as children have free flow access to the well-appointed outdoor area for the majority of each session. Children demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. This enables them to make decisions in their play and direct their own learning. For instance, children's imagination is ignited as they make up their own games, using the toys and equipment available. Children spontaneously role play and create a 'car wash' outdoors. They excitedly wash their bikes and scooters and form a queue for 'petrol'. The staff encourage children to discuss how much it 'costs' to have their cars washed to bring in some examples of mathematical concepts. However, overall children have few opportunities to use numerals in their play to further support their counting and calculation skills. Children's literacy and reading skills are promoted well throughout the nursery. For instance, babies show an interest in books as they take them to staff to read. Staff use different voices to make animal sounds and babies imitate the sounds they hear, such as 'moo' for a cow. Children in the rooms for two- to three-years olds and pre-school children begin to recognise familiar words, such as their own names in the environment. Pre-school children link sounds to letters, as they sound the letters of the alphabet and staff teach children to blend the sounds together to make everyday words they recognise. Staff display many signs, words, numerals and shapes in the environment to develop children's interest in print. As a result, children's early literacy skills are very well promoted.

Equality of opportunity is a real strength and all children are welcome in the nursery. Staff provide resources and timelines to give additional support to children with special educational needs and/or disabilities and those children who speak English as an additional language. This is further enhanced with various visual displays that promote an inclusive approach, so all children can take part and are actively involved in their learning. Children enjoy being creative and use resources to paint, draw and make decorative flowers for their friends and family. Other children are creative as they use ink stamps and hole punches to design and make their own pictures. Staff make good use of using resources to help babies and children learn through their senses. They stimulate children's natural curiosity by enabling them to explore and investigate, for example, through play dough, sand, water and baked beans. Staff sit with the children during their activities and they understand how to ask them questions that contribute to the children's ongoing interests. For example, children enjoy playing imaginatively with the play dough and happily engage with staff as they make 'wiggly worm cakes' and cook them on the 'oven'.

All children, including young babies, demonstrate levels of independence in their play as they experience the exciting activities and resources on offer. For example, babies crawl rapidly towards the resources that they can see around them and have direct access to good quality resources at low-level. Staff teach children to share and cooperate in their

play and provide them with a wealth of opportunities to do this. For example, children work harmoniously together as they balance on the logs while outdoors. Staff are skilful in the way they extend activities to question and challenge children's thinking. This means that children are able to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school.

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

Children's move into the nursery are managed very well. Staff work very closely with parents during the settling-in period to gain an insight into children's particular needs, interests and characteristics. For example, settling-in visits are arranged which give them the opportunity to become familiar with their surroundings while the provider carries out a comprehensive induction with their parents. This includes gathering as much information as possible about children's individual needs and discussing any special dietary needs. This means staff can provide care that is consistent with children's home life. When children start the setting, staff make observations to help identify a key person for them based on their interaction with staff. Close bonds form with staff, which provide a strong base for children's learning and development. All children and parents are warmly welcomed on arrival and any new children are introduced to the rest of the room, which helps them to start forming new relationships and friendships. Children who speak English as an additional language are supported well. For example, staff learn key words from the child's parents to aid shared communication. As a result, children are able to feel very secure in the nursery.

Children behave well because well-established routines are in place to help children to predict and make connections in their learning. This helps them to understand what is expected of them. Staff explain appropriate behaviour and use positive behaviour management strategies to reinforce this. Children are given lots of positive praise, which builds their self-esteem and gives them a sense of achievement. Babies have a designated sleep area, where they can rest undisturbed. This area is constantly monitored to ensure their well-being as they sleep. Children's personal, social and emotional development is well-supported overall as staff help them to understand different emotions and how actions of others can make people feel. Children know why they need to think about keeping safe. For example, as children enjoy using small hammers and nails to secure shapes onto a shape board, they know how to use this equipment safely and understand why this is necessary. As a result, children play safely and are learning to keep themselves safe from dangers. Staff reinforce children's understanding of appropriate behaviour and safety through group discussions. This promotes children's thinking and prompts discussions around safety issues. Children's safety is further promoted because they take part in regular fire evacuation drills, which help to develop their awareness of safe procedures in the event of an emergency.

Children understand why it is important to wash their hands before they eat in order to prevent germs spreading; they independently and confidently follow hand-washing routines. Healthy eating is promoted in the setting and the cook provides a range of healthy and nutritious meals and snacks. All snacks are prepared daily on the premises

and children can access the snacks throughout the session time. As a result, children's independence is encouraged because they serve themselves. Snacks include fresh fruit and water or milk to drink. Children readily talk with staff about healthy eating as they discuss the fruit during snack time. Children are learning about the importance of self-care, for example, putting on their own coat and shoes for outdoor play. This contributes well to the good health and well-being of children. However, staff do not always fully encourage older children to try to wipe their own noses as staff are seen to do this for them. Therefore, children who are developing strong independence skills are not consistently supported to carry out these self-help tasks. Children cooperate well with each other during play and share resources as they recognise the needs of others. This helps staff prepare children for their next stage in their learning. As a result, children demonstrate high levels of self-confidence as they confidently engage with all adults.

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

The management team are highly focused on driving quality and improvement. The evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. Safeguarding is highly effective because the management team and all staff fully understand and implement the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This means that they are able to ensure children are well protected in the setting. Staff keep up to date with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems enhance the safeguarding practice. For example, policies are discussed at staff meetings and the setting's robust recruitment and selection procedures follow appropriate guidelines. These policies and procedures help the management team to make sure the required checks are completed to ensure all staff are suitable to work with the children. Furthermore the management team complete staff supervision and peer observations, ensuring that staff continue to meet these requirements.

Parents and children are involved in the self-evaluation process through the completion of regular questionnaires. Staff and management know their practice well. They are able to identify areas for improvement, develop action plans and monitor developments with the benefit of an external review and the views of children and their parents. Children's safety is well promoted as staff undertake daily visual checks to minimise the risks to children. There are also comprehensive risk assessments in place that are reviewed regularly by management. The team work alongside each other continually and frequently share ideas to evaluate the day to day provision. The recent focus and training on communication and language completed by staff has led to a renewed awareness of the importance of using open-ended questioning to extend children's skills.

The effective partnership with parents is based on mutual trust and respect. Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. The management team ensures staff work very closely with a wide range of outside agencies in order to meet the needs of all children very well.

This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Inclusive practice is very successful in this nursery. For example, staff support children through effective intervention processes. These involve consulting a variety of specialists to fully support the children's individual requirements, such as health visitors, behaviour therapists and speech therapists. In addition, the nursery shares policies and procedures with parents, such as the behaviour management and the admissions policy, so they are fully informed about the nursery. Parents' comments are very positive. They say they find staff friendly and approachable and praise the provider's flexibility in meeting their care needs during holiday periods. Links with schools children will move on to are positive. For example, teachers visit the nursery to meet the children in a familiar environment before they move into their care. This means children are supported well to manage such changes in their lives.

The Childcare Register

The requirements for the compulsory 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	EY403810
Local authority	Wiltshire
Inspection number	955194
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	125
Number of children on roll	136
Name of provider	Education Plus Ltd
Date of previous inspection	06/05/2010
Telephone number	01793752600

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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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