

Meadow Farm Pre-School

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

Inspection date	17/09/2014
Previous inspection date	08/01/2014

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

- Staff maintain warm and friendly relationships with children and parents. As a result, children are happy and at ease within the setting.
- Partnerships with parents are strong. They are provided with a written summary of their child's development from the progress check at age two to three years, to ensure they are aware of their child's learning. As a result, a significant contribution is made in meeting all children's needs.
- All staff have a good understanding of their roles and responsibilities in protecting children. They regularly refresh their knowledge with training and ensure children's safety is met with robust safeguarding and child-protection procedures in place.
- Teaching is effective and staff demonstrate a detailed knowledge and understanding of the learning and development requirements. As a result, all children make good progress given their varying starting points.
- Staff demonstrate a continual drive to improve learning and care experiences for all children. This helps to identify key areas for development.

It is not yet outstanding because

- Children do not always have access to activities which cover the whole educational programme. In particular, opportunities to comprehensively foster their mathematical skills.

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 inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the registered person.
The inspector checked evidence of suitability and qualifications of staff working with children, and a selection of children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

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 six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three hold level 3 and two hold level 4. The pre-school opens five days a week. Sessions are from 9am until 3pm during term time. Children attend for a variety of sessions. There are currently 27 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the monitoring of how children access all aspects of the educational programme, particularly in relation to activities which foster their mathematical skills.

Inspection judgements

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

Children make good progress and are well prepared for future life and the move to full-time school. This is due to staff's comprehensive knowledge and understanding of how children play, develop and learn. Staff make good use of the progress check completed for children aged between two and three years, and baseline assessments to identify possible delays in children's development. Additional information is gathered from previous carers to ensure that staff know what the children like and can do. This helps staff plan activities accordingly, resulting in achievement gaps being quickly narrowed. As a result, all children make good progress in relation to their starting points. Parents are kept well informed about their child's next steps because key persons share informative details about observations and assessments with them. This consistent approach helps to promote continuity in learning between the pre-school and home. Consequently, the children are well prepared for their next stage in learning, such as school. Children who speak English as an additional language are well supported by staff. As a result, they are progressing well towards the early learning goals, given their starting points. For example, familiar words are obtained from parents in the children's home language when they first attend. These are used alongside English words to build on children's progress and development in communication and language. Staff use visual picture timelines to help embed the daily routine and structure of the day with children. As a result, children are developing skills to become effective learners, which helps with their next steps and move to school.

Staff are effectively helping children to develop their natural interest and curiosity in the things that they see and hear. Children use an array of resources, both indoors and outdoors. This includes natural resources, such as sand and water. Staff are enthusiastic and skilful as they join in with the children's play to help sustain their interest. For example, while the children are working on a gluing activity with dried pasta and rice, staff talk to them about the change in texture, and children feel when the pasta and rice is cooked. Staff enhance children's learning further as they cook the food to allow the children to see and experience the change themselves. Children can practise their balancing and climbing skills purposefully as they negotiate the equipment in the outdoor learning environment. They use their imagination with the diggers and cars in the digging area, and enjoy growing various fruit and vegetables to eat. Consequently, children have varied and interesting opportunities to find out how seeds grow as they learn about tending for the plants.

Staff effectively support communication and language development. Since the last inspection they have increased opportunities for children to see their name in print and hold conversations with the staff and each other. Children self-register in the morning, finding their own name and taking this into the main room to display on the wall. Staff plan some activities, such as singing, counting and number games, and rhymes to support children's basic mathematical development. However, staff are not always sharply focused on this aspect of learning. For example, when children count spontaneously during their play, staff do not always use this opportunity to fully extend their progress, such as showing children how to represent numbers by using fingers or making marks.

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

Children settle well into the nursery and are warmly welcomed by staff on arrival. As a result, they develop close and caring relationships with all staff and particularly their key person. Children readily seek out a familiar adult should they be feeling tired or upset, and staff are caring and kind, giving lots of cuddles to support and reassure. Staff work closely with parents to maintain a consistent approach towards children's routine care needs, as they share information which helps them to address each child's needs. Parents also now have the opportunity to speak to staff at the end of each day, to discuss their child's well-being and progress. As a result, parents are kept well informed about all aspects of their child's care, learning and development.

Children enjoy activities and resources that promote all areas of learning well. They are cared for in a bright and inviting learning environment and have easy access to the wide range of resources indoors and outdoors to interest and engage them. Children are encouraged to freely explore their environment and initiate their own play. Children's artwork is displayed around the rooms, which helps promote their self-esteem. In addition, the accessibility of resources enables children to develop their confidence as they make their own choice and organise their own ideas. Children behave well as staff are clear and consistent about the strategies used to manage children's behaviour. Staff act as positive role models to encourage good behaviour and raise children's self-esteem. Children are supported well to consider others, and develop an understanding of turn taking and

sharing of resources. Children learn to understand about their own safety. They listen carefully to staff about putting the equipment away to clear space before sitting down for circle time. Staff teach children about safety in ways that they can understand and relate to. For example, older children who are walked to nursery school by staff, know to stay close to the staff member and wear their high-visibility jacket for safety. In addition, all children learn about fire safety through regular evacuation drills.

Children's independence is well supported as they wash their hands after messy play and before snacks and meals. Staff use sensitive encouragement to help children develop self-care skills. For example, children learn how to zip up their coats and put wellingtons on the correct feet before going out to play. This helps children to gain the skills needed to be ready and prepared for the move to school. Children fully understand about the benefits of a healthy lifestyle. For example, they talk about the fruit at snack time and where it comes from, understanding about good and bad food. Healthy snacks and lunches are prepared with the children, as they fully understand about the importance of healthy eating. In addition, children have regular opportunities to be outside, as they enjoy the fresh air and the effect of exercise on their bodies.

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

Effective arrangements are in place to safeguard children and promote their welfare. All staff attend safeguarding training and have detailed information on child protection. Children are effectively safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect, and know how to pass any concerns on effectively in line with their procedures. Robust recruitment procedures are in place and the manager makes sure that all staff are checked to ensure their suitability to work with children. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Management make sure the pre-school's policies and procedures are known to the staff and that they implement them well. As a result, staff use risk assessments effectively to ensure children's safety.

Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team. Managers and staff effectively assess and monitor the planning and delivery of the educational programmes. As a result, any gaps in children's learning are quickly identified and acted upon. Since the last inspection, the two actions that were raised have been successfully addressed. For example, information from observing children is now used more carefully and the arrangements for involving parents in their child's progress have been improved. This shows that the nursery is committed to driving self-initiated development that improves the outcomes for children.

The pre-school manager and staff work closely with other providers and a wide range of professionals to support children and their families very effectively. As a result, continuity of care for children attending other settings, such as school nursery, is well supported. Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Parents speak positively about the pre-school and the progress their children make. They remark

on the friendly staff and how their children love to attend. As a result, children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962963
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	27
Name of provider	Meadow Farm Pre-School Committee
Date of previous inspection	08/01/2014
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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