

Meadow Pre School

Meadow Playgroup, Albert Road, ROCHESTER, Kent, ME1 3DG

Inspection date	14/01/2015
Previous inspection date	11/06/2009

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

- Staff use and understand the pre-school's policies and procedures, which promotes the safety and well-being of children effectively.
- Management and staff demonstrate a thorough knowledge of enhancing children's learning and development, which enables them to make good progress.
- Staff work closely with other professionals and providers to effectively support children's learning and development.
- Management and staff drive improvement through the effective use of the self-evaluation system, which continually improves the outcomes for children.
- Management are committed to improvement plans through actively involving staff and stakeholders.

It is not yet outstanding because

- Staff do not always provide learning resources to fully support children's understanding of other cultures.
- Management and staff do not always use a variety of strategies to fully engage all parents in their child's learning and development.

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 learning, level of interaction and well-being inside and outdoors.
- The inspector sampled required documentation including, staff qualifications, children's learning records and Disclosure and Barring Service checks.
- The inspector observed an activity with the manager.
- The inspector discussed the planning and monitoring processes with management and staff.
- The inspector interviewed parent, staff and spoke with children.

Inspector

Alberta Minta-Jacobs

Full report

Information about the setting

Meadow Pre-school re-registered as a limited company in 2008 and is managed by a committee. It operates from two rooms in a community hall which has steps leading to the entrance. Children have access to an enclosed outdoor play area. The pre-school is situated in Rochester. It is open each weekday from 9.15am to 2.45pm, term-time only. There are currently 71 children aged from two to under five years on roll, some in part-time places. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school currently supports a number of children with learning difficulties and/or disabilities and those for whom English is a second language. There are seven members of staff, four of whom hold National Vocational Qualifications (NVQ) at level 3. One member of staff holds Early Years Practitioner's Status and one member of staff holds NVQ level 2. The setting provides funded early education for two, three and four year olds.

What the setting needs to do to improve further

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

- enhance learning resources to help children gain an understanding of different cultural backgrounds

- further develop a variety of strategies to fully involve all parents in children's learning and development.

Inspection judgements

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

Staff plan learning experiences taking into consideration each child's interest, age, abilities and style of learning. As a result, all children are eager and motivated to learn and concentrate hence sustaining their interest for longer periods. Staff enhance children's learning in all areas of learning very well. Therefore, children make good progress overall. They especially focus on younger children's acquisition of basic skill through daily routines of the playgroup. For example, they help children develop social skills during meal times. Staff's experience and level of qualifications helps children to acquire good communication skills through high level interaction while engaging children in chosen activities. For example, children found a stone in the garden, and the staff member used skilful questioning to support children's thinking skills. Staff support children's physical development through promoting a highly active programme of activities both inside and outdoors. For example, they provide mini trampoline and tricycle indoors therefore challenging children to become active.

Staff members enhance children to gain many skills through carefully planned learning experience in literacy, mathematics, understanding the world and expressive art and design. In addition, children with special educational needs and those learning English as an additional language are well supported while at the playgroup. However, staff do not always provide resources which supports children's understanding of other cultural backgrounds.

Staff monitor children progress by completing regular statutory assessment of children's achievement. They use this to inform parents about their child's progress development. Management and staff are keen to engage parents in children's learning and development. However they are not always successfully, as some parents feel that there is a shortfall of information regarding the educational programme. This does not fully support consistency in children's learning at home and at pre-school.

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

Staff support the well-being of all children very well. They carefully plan activities which target children's development in personal, social and emotional development. This helps to ensure that children gain confidence and become motivated while at the pre-school. Staff follow required procedures effectively. For example, they complete daily risk assessments, adapting and removing potential hazards within the environment both in and outdoors. This helps to maintain safe and secure surroundings for all children. Staff encourage children to access activities in addition leading their play. This helps to build on their confidence and develops their ability to make good choices.

Staff use positive and proactive behaviour strategies well. Therefore, children develop a good understanding of how to manage their behaviour well within the group. This consequently helps children to understanding how to keep themselves and others safe.

Staff support children's emotional well-being through the key-person and buddying system. This helps to ensure that all children form strong emotional attachment with staff while building relationship with each other. This helps children to feel warm, safe and secure in their new environment. For example, key persons offer comforting cuddles and reassurance to children who find it challenging and upsetting to separate from parents/carers. Therefore supporting children to settle well within the group.

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

Management show a thorough understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirement of the Early Year's Foundation Stage. This is underlined with established and thorough safeguarding procedures. Staff demonstrate a secure understanding of their role in child protection and how to report any concerns they may have about a child in their care. This promotes

children's safety and well-being.

Management ensure that the quality of teaching and learning is at its best for children. This is shown through the team of qualified and experienced staff. They ensure that they record and monitor children's progress regularly. This enables them to quickly highlight any potential learning gaps and to provide support where needed.

Management have high expectations of staff and are full supportive of their continuous professional development. This is supported by regular supervision sessions, which enables management to highlight any areas for improvement. In order to improve practice for children, management provides in-house training for staff in collaboration with the Early Year's team and the pre-school's designated safeguarding officer.

Management and staff are committed to working in partnership with other professionals. For example the Early year's team, local portage, local school teachers and childminders. This fully supports consistency in children's learning and development and improves the outcomes for all children.

Management are eager to drive improvement for children and they achieve this through an extensive system of self-evaluation. Management seek the views of parents, staff and children. For example, through discussion and supervisions arrangement for staff, they identified training needs on providing support for children aged two years. Therefore, they are able to carefully identify areas for improvement in order to improve the outcomes for children.

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	EY378947
Local authority	Medway Towns
Inspection number	838201
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Meadow Pre school
Date of previous inspection	11/06/2009
Telephone number	01634814122

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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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