

Meynell Kindergarten

Meynell Kindergarten, 16b Morton Road, Laughton, GAINSBOROUGH, Lincolnshire, DN21 3PS



Inspection date	19 February 2015
Previous inspection date	10 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff observations of children's progress are good and take into account all seven areas of learning. Next steps are specific and used to inform individual or small group planning. This means that children are supported and challenged in their learning.
- The manager works alongside staff, knows all of the children and effectively monitors assessments of learning completed by staff. This ensures that children, including those with additional needs, are all making good progress towards the early learning goals.
- Children are kept safe at all times. Regular staff meetings and a comprehensive information board, updated by the safeguarding officer, keep staff well informed. As a result, all staff speak confidently about how they safeguard children.
- Parents are exceptionally well involved in their children's learning. Starting points are determined together. Photographs of what children have been doing at home are added to the children's 'special books' and celebrate learning.
- The manager facilitates a well-established programme of training. Staff share their new knowledge and support each other to acquire new ideas and skills.

It is not yet outstanding because:

- Sometimes, staff do not use everyday, naturally occurring opportunities to promote and extend learning.
- Children are occasionally asked to wait too long for their turn in group activities and, as a result, they lose attention and concentration.

What the setting needs to do to improve further

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

- make better use of naturally occurring opportunities to build further on children's good progress, particularly in the Gigglers and Groovers room
- review the organisation of group activities and how resources are used to make sure that the group size and available resources allow children to remain fully engaged.

Inspection activities

- The inspector toured the premises.
- The inspector observed staff and their interactions with children throughout the day.
- The inspector examined documents regarding staff suitability, qualifications and recruitment procedures.
- The inspector looked at documents relating to children's learning with staff, children and their parents.
- A joint observation was completed by the inspector and the manager.

Inspector
Kathy Kilner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how young children learn. They routinely observe their key children to assess and identify their next steps in development. This enables them to effectively plan activities to build on children's developing abilities. As a result, all children make good progress. However, there are occasions when children have to wait too long for their turn. For example, in group baking activities when there are several children waiting to stir the mixture. Children's communication and language skills develop well as staff use good questioning skills to support critical thinking and problem solving. For example, as children collect plates for a picnic, staff state that they have found seven. Children are asked how many more plates are needed as there are eight of them and they all need a plate. Imagination is developed in all rooms. Babies excitedly put their hand next to their mouths in anticipation of a scream at the end of a popular song. Older children build a camp fire for their picnic. Occasionally, in the Giggles and Groovers room, staff fail to take full advantage of naturally occurring opportunities to build on children's learning. For example, when children begin to make marks in flour spilled on the table, staff do not use this opportunity to build on their interest in early writing activities. Staff ensure that they communicate effectively with parents and other providers to secure the best outcomes for all children and to prepare them for school.

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

Staff have created a very warm and welcoming environment for children, their families and visitors. Settling-in periods are agreed on an individual basis and parents state that they appreciate this individual approach. Children's efforts and achievements are acknowledged and praised, which boosts their self-esteem. Consequently, children behave very well. Staff in the baby room know each child and skilfully adapt activities so that all feel special and their needs are extremely well met. Older children have their independence fostered, which boosts their confidence and self-esteem. As children move on from one room to another, or on to school, they are sensitively supported. Staff implement policies and safe working practices that successfully support children's safety and well-being.

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

The management team ensure that all procedures and policies required to support children's well-being and safety are in place. Designated staff proactively update all staff on current procedures so that children are kept safe at all times. The manager has robust recruitment and induction procedures for new staff. She ensures that all relevant checks are completed for staff and the committee. Management regularly monitor children's progress and identify any gaps in their learning. Regular supervision and appraisal systems are in place, which provides support and training for staff. The manager also observes staff to evaluate the quality of teaching and the provision overall. This has a positive impact on children's care, learning and development.

Setting details

Unique reference number	EY340290
Local authority	Lincolnshire
Inspection number	862861
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	102
Name of provider	Meynell Kindergarten Committee
Date of previous inspection	10 March 2010
Telephone number	01427629776

Meynell Kindergarten was registered in 2006. The nursery employs 13 members of childcare staff. Of these, all hold appropriate qualifications at level 3 or above, including one with Early Years Professional status and one with level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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