

# The Meadows Daycare Centre

Farriers Gate, New Road, Chatteris, Cambridgeshire, PE16 6QP



<b>Inspection date</b>	11 September 2015
Previous inspection date	21 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are effective in ensuring parents are fully informed and involved in all aspects of their children's learning and development, including identifying ways to improve the nursery. Parents are positive about their children's experience at nursery.
- Staff have a good understanding of how children learn and develop. They support children's interests and accurately assess the progress they make in their learning and development. Children are eager to join in and acquire positive attitudes to learning and good skills to support their future education.
- Staff are friendly and approachable. They ensure settling-in arrangements are flexible to meet children's individual needs. Children quickly develop firm bonds with staff and are confident to seek reassurance from staff when they feel upset.
- Staff are well qualified and attend a good range of training which is targeted to meet staff's interests and to support the children's individual needs.

### It is not yet outstanding because:

- Staff do not always make the best use of everyday opportunities to extend and develop children's mathematical knowledge and understanding to the highest level.
- Leadership and management do not yet analyse the impact of nursery practice on the different groups of children that attend.

## What the setting needs to do to improve further

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

- enhance the good teaching further to make the most of everyday opportunities to develop children's mathematical knowledge and understanding
- develop and embed systems to analyse the effectiveness of practice, in order to identify the impact of the good teaching for the different groups of children that attend, to ensure all children have equal opportunity to make rapid progress given their starting points and capabilities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and works in partnership with the committee to ensure the requirements of the Early Years Foundation Stage are fully met. The manager reviews the progress individual children make. This information is shared regularly with parents and is used to identify what children need to do next. However, systems are still being developed to review the progress made by different groups of children. Leaders and the manager cannot be certain that children who require additional support make as much progress as possible. Arrangements to safeguard children are effective. Recruitment procedures are rigorous in ensuring only suitable adults work with the children. Staff fully understand how to recognise the signs that a child may be at risk of abuse, and the procedures to follow should they have any concerns.

### Quality of teaching, learning and assessment is good

Staff observe the children as they play and know the children well. They plan stimulating experiences to challenge children which follow their interests. Staff talk to the children about what they are doing and use a variety of questions to encourage them to work things out for themselves. Children learn about their bodies as they listen to each other's hearts when they pretend to be doctors. Staff use a range of strategies they have learnt from different training courses to effectively support children's communication and language skills. Children for whom English is an additional language also benefit and make good progress. Children enjoy sharing books with staff. They show deep concentration and are inspired to learn to read for themselves, saying, 'I will read it now'. Children begin to write their names and give meaning to the marks they make. Staff model counting when younger children notice two giraffes in a book. However, when children explore the capacity of containers and show curiosity in a set of scales during a messy play activity, staff do not develop their mathematical ideas and language.

### Personal development, behaviour and welfare are good

Children are happy and confident. Staff are supportive and kind, in order to help children new to the nursery to quickly settle and adjust to the routines of nursery. Staff are good role models who calmly and consistently set out their high expectations of children's behaviour. Children show respect for each other and the environment. Staff support children to take risks safely during play, such as more vigorous games which involve climbing on apparatus. Children learn about the benefits of fresh air and physical exercise to keep their bodies healthy. Staff assess the environment daily for potential risks to ensure children are kept safe at all times. Children choose from a wide variety of well-maintained resources.

### Outcomes for children are good

All children make good progress, given their starting points and capabilities. Any gaps in individual progress are quickly identified and suitably planned for. Children are developing friendships with their peers. Older children are beginning to recognise their names and the sounds that letters make.

## Setting details

<b>Unique reference number</b>	221911
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	977877
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	93
<b>Name of provider</b>	The Meadows Centre Committee
<b>Date of previous inspection</b>	21 March 2010
<b>Telephone number</b>	01354 696261

The Meadows Daycare Centre was registered in 1998. It is committee-run and employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The manager holds Qualified Teacher Status. The nursery opens from 9am to 3pm, and after school club operates from 3pm to 6pm, Monday to Friday, during school term time. The nursery provides funded early education for two-, three- and four-year-old children.

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