

The Meadows Pre-School

Bradford Road, Guiseley, LEEDS, LS20 8PP



Inspection date

12 October 2015

Previous inspection date

15 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The partnerships with parents are effective. A gradual settling-in period is agreed with parents according to their child's needs. Information provided for and shared by parents ensures that parents work successfully with staff to plan.
- Children enjoy learning in this well-planned and welcoming environment. They access a wide range of resources and develop their skills. This contributes to helping to prepare children for their move on to school.
- Staff provide children with clear, consistent and age-appropriate behavioural expectations. Consequently, children's behaviour is very good.
- Staff receive good professional support and are able to access a good range of training and qualifications. This helps to develop their knowledge and skills, and improve the teaching and positively impacts on children's learning.
- Inclusion is given a high priority as disabled children and those with special educational needs are supported extremely well.

It is not yet outstanding because:

- Children are not always provided with sufficient opportunities to engage with activities that enable them to interact and explore information and communication technology resources.
- The manager does not yet gain the views of all those involved in the pre-school when identifying improvements.

What the setting needs to do to improve further

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

- enhance opportunities for children to engage in activities using information and communication technology resources
- extend self-evaluation to include the views of parents, staff and children so their ideas and suggestions can be used to help identify further areas for improvement.

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 manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring service checks. The inspector also viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibility with regard to protecting children from abuse and neglect. Robust procedures ensure the environment is safe and secure at all times. This helps to keep children safe. The suitability of staff is checked and robust policies and procedures are in place. The manager implements good recruitment and induction procedures. She supports staff through continued professional development, supervision, staff meetings and opportunities to share best practice. The manager reflects on the quality of her provision. She identifies strengths and areas to develop to further improve outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching and how staff interact and support children's play experiences are good. Staff place a strong focus on supporting children's language and communication. For example, older children join in and listen as they tell their friends what exciting things they have done over the weekend. Children access a good selection of toys and resources, both inside and outdoors. Strong partnerships support children as they move on to other settings. The manager and staff invite teachers into the pre-school from local schools. This enables teachers to get to know children and supports a smooth move.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this friendly pre-school. There are good settling-in procedures in place, and the key-person system works well to make sure children feel safe and secure. Children follow good hygiene routines and enjoy healthy snacks which contributes to their good health. Resources are stored and organised so children can independently access them and promote child-initiated play. Children have formed incredibly strong bonds with their key person and feel very safe and secure. Staff support children's physical skills through offering a wide range of daily outdoor play opportunities and physical exercise. Staff use methods that children can easily understand to teach them how to keep themselves healthy and safe.

Outcomes for children are good

Staff gather good information from parents so that they are aware of their child's starting points. Staff observe, assess and plan effectively for the next stage of learning in children's development. Staff support children in gaining the key skills they need in readiness for the move on to school.

Setting details

Unique reference number	EY368739
Local authority	Leeds
Inspection number	863891
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	60
Name of provider	The Meadows Pre-School Ltd
Date of previous inspection	15 November 2011
Telephone number	0113 336 8270

The Meadows Pre-School was registered in 2008. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3pm, with before and after school care provided 8am until 9am and 3pm until 4.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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