

# Meadow Kindergarten

Meadow Kindergarten, The Bungalow, Old Meadows Lane, BLACKPOOL, FY3 9HH



## Inspection date

11 April 2016

Previous inspection date

15 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders and managers are committed to improving practice and outcomes for children. An accurate and reflective evaluation of the setting identifies the main strengths and weaknesses. This allows clear plans for continuous improvement to be put in place.
- Teaching is strongly focused on developing children's speaking and listening, and physical and social skills. This approach helps prepare them for their future learning and move to school.
- A welcoming and inviting environment supports children in making good decisions about what they want to do and planning their own play. Children are active learners who are making good progress across all areas of their development.
- Partnerships with parents and external agencies are very good. Parents are fully included in the assessments of their child and the strong links with home support children's continued good progress.

### It is not yet outstanding because:

- Although the management team has made successful changes to improve practice and teaching in the baby room, there are changes to staffing yet to take place. The system and process for embedding and consolidating these changes, combined with maintaining the good quality teaching, are yet to be tested to ensure standards are kept at this higher level.
- Although staff within the toddler room provide a free-flow arrangement for children to access the outdoor area, it is unclear how this is managed so that those children who may be less willing to go outside are supported and encouraged.

## What the setting needs to do to improve further

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

- monitor the practice and the impact of staff changes within the baby room to help keep practice and teaching at a high level
- develop further the process for monitoring how children in the toddler room use the outdoor area and how staff encourage their participation in outdoor activities.

### Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Janet Singleton

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers support staff to be the best they can be. Through good quality supervision and training, staff are encouraged to develop their skills. Most staff are qualified, while other staff are encouraged to complete their training in early years and childcare. Safeguarding is effective. Staff have undertaken comprehensive training and are very clear of the action to take to protect children. All the required supporting policies are in place and implemented successfully. Parents are fully included in their child's development, complementing the learning taking place elsewhere. Managers place a strong focus on tracking and monitoring children's progress to help ensure they are making at least good progress. Good links with other agencies mean that early intervention is sought quickly to address identified gaps in children's development. All actions and recommendations from the last inspection have been addressed successfully.

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

The staff are very skilled in teaching and supporting children's thinking. They make good use of asking questions and encouraging children to decide their own play. One example of this is children deciding what they need when planting seeds and writing their names on their pots. Younger children are supported to move freely and join in with the good quality activities provided. Staff encourage children to use their imagination in their play. Children enjoy themselves, interacting with staff as they laugh and run freely while playing a tag game. This helps support their sense of self and progress their social and physical skills. Staff provide babies with good quality activities and ensure they are accessible. Babies delight in developing their physical skills and enjoy the sensory experiences provided for them. Staff introduce sounds, numbers and letters to older children and encourage them to use mathematics in their play. Parents contribute to their child's learning to help support their development further.

### Personal development, behaviour and welfare are good

The staff support children's emotional well-being through the strong, personal relationships they have with them. All care routines from home are followed, helping children have a sense of security and supporting their feelings of being safe. Many good activities are provided to help children manage their physical skills and take calculated risks. Children are well behaved and listen to the clear instructions from staff. They understand routines and older children know time has meaning. Consistent routines support children's sense of security as they know certain things remain the same. Children are confident and willing to try things for themselves, demonstrating their positive approach to their own learning.

### Outcomes for children are good

Children are making good progress across all areas of their development. They are able to express their feelings and mostly manage their personal needs. They are motivated and take a very active part in their own learning. Children are happy, settled and confident individuals who are learning to respect each other. Where children's starting points are lower, individual plans are in place and gaps in children's attainment are narrowing.

## Setting details

<b>Unique reference number</b>	EY450099
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	1039900
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	79
<b>Number of children on roll</b>	155
<b>Name of provider</b>	Childs-Play Limited
<b>Date of previous inspection</b>	15 April 2013
<b>Telephone number</b>	01253 762731

Meadow Kindergarten was registered in 2012 and is managed by Childs-Play Limited. The nursery employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5, nine at level 3 and one at level 2. Additionally, all other staff are currently training to at least level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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