

Meadowpark Nursery School



Meadowpark School and Nursery, Calcutt Street, Cricklade, Swindon, Wiltshire, SN6 6BA

Inspection date	3 October 2016
Previous inspection date	17 March 2014

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

- Children are happy and confident. They behave well, make friends and play together cooperatively.
- Parent partnerships are good. Parents are well informed about their children's progress. They contribute information about their children's achievements at home and are involved in their learning.
- Teaching is good and interactions are strong. The learning environment is well organised. Children are motivated and take part in the activities on offer. They make good progress in relation to their starting points.
- Staff understand children's emotional needs and help them feel secure. Children form strong emotional attachments with staff that help them feel valued and included.
- Managers track individual and groups of children's progress very carefully. They identify any gaps in learning and put in place effective strategies to help children catch up. For example, the manager has introduced focused language sessions to increase communication skills for children who are preparing to move up to the pre-school room.

It is not yet outstanding because:

- Staff do not always recognise opportunities to extend and support children's early writing skills, particularly for those children who prefer to learn outdoors.
- There are occasions during the day when children have to wait between activities and become unsettled.

What the setting needs to do to improve further

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

- make more consistent use of opportunities to support and extend children's early writing skills, particularly for those children who spend lots of time outside
- review the organisation of some aspects of the daily routine to reduce the time that children have to wait between activities.

Inspection activities

- The inspectors observed staff's interactions with children indoors and outdoors.
- The inspectors looked at a sample of documentation, including children's learning journals.
- The inspectors spoke with children and parents and took their views into account.
- The inspectors conducted a joint observation and a leadership and management discussion with the management team.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures and child protection issues. Effective self-evaluation of the quality of the provision helps to improve outcomes for children. For example, staff have considered children's use of creative materials and improved opportunities for them to express their independent ideas. Managers identify staff training needs through well-considered supervision and appraisal meetings. For example, staff have attended training to help improve children's language development. This has had a particularly positive impact on children learning English as an additional language. Staff draw on their experience and qualifications well. They develop positive ways to support children with special educational needs or disability. Managers and staff have built good relationships with other settings, helping children experience continuity. Children are well prepared for their move to school.

Quality of teaching, learning and assessment is good

Children have lots of opportunities to practise new skills. For example, they learn to select and combine interesting materials to make colourful pictures and artwork. Staff provide activities that motivate children to learn and children make discoveries as they play. For example, they learn to count as they use climbing equipment and, with skilled encouragement from staff, begin to solve simple number problems. Activities, such as rolling balls along guttering and experimenting with direction and speed, help children to develop their understanding of the world. Children have fun as they develop their language skills. They are good at listening and enjoy singing nursery rhymes.

Personal development, behaviour and welfare are good

Children's behaviour is good. For example, they learn to take turns and share equipment as they pretend to be fire fighters. Children spend lots of time following their own ideas, playing outside and enjoying physical activities. Staff support children's emotional well-being effectively. For example, children are comforted when they are tired and their personal care needs are met promptly. Children form strong relationships with their special key person and this gives them a positive platform from which to make progress.

Outcomes for children are good

Children are eager to learn, find out and take part. They play with impressive levels of independence and are very secure, confident and happy. They get on well with staff and each other and are very respectful and kind. Children enjoy outings and visits, and share celebrations within the local community.

Setting details

Unique reference number	EY403810
Local authority	Wiltshire
Inspection number	1074317
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	230
Number of children on roll	130
Name of registered person	Education Plus Limited
Registered person unique reference number	RP905821
Date of previous inspection	17 March 2014
Telephone number	01793752600

Meadowpark Nursery School registered in 2010. It is situated in Cricklade, near Swindon. The nursery is open each weekday from 7.30am to 6pm for 47 weeks of the year. There are 26 members of staff who work directly with the children. The manager holds early years professional status, and the provider and one member of staff hold qualifications to level 6. Of the remaining staff, 18 are qualified at level 2 or level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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