

Meynell Kindergarten

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



Inspection date

2 May 2017

Previous inspection date

19 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that the required suitability checks have been carried out for all members of the committee.
- Staff are not confident in their knowledge of the wider safeguarding agenda. Staff are not able to identify signs that may indicate that a child may be at risk from radicalisation or extreme views.
- The provider and staff do not demonstrate a clear understanding of the importance of checking and providing information when there are changes to their circumstances that impact on their suitability to look after children.
- The provider does not monitor staff performance well enough to swiftly identify training needs in order to raise the good standard of teaching further.

It has the following strengths

- Staff promote children's communication and language skills well. They encourage conversations and ask children questions. Children use language confidently and eagerly talk about what they are doing.
- Partnerships with parents are good. Staff regularly share information with parents using special books. They ensure that parents are fully informed about all aspects of their children's care and learning.
- Children behave very well. Staff are positive role models for children. They encourage polite behaviour and teach children valuable skills, such as how to share and take turns.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that Ofsted is provided with the required information so that the suitability of all committee members can be checked 	06/06/2017
<ul style="list-style-type: none"> ■ improve staff's knowledge of wider safeguarding issues, so that they are able to confidently recognise potential indicators of children who may be at risk from radicalisation or extreme views 	06/06/2017
<ul style="list-style-type: none"> ■ ensure management and staff have a secure understanding of checking and sharing information about changes to their circumstances that may impact on their suitability to look after children. 	06/06/2017

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

- focus more precisely on monitoring teaching practice to identify the professional development needs of individual staff, in order to raise the quality of teaching to the highest level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Ofsted has not been provided with the necessary information about all members of the committee responsible for the setting. This impacts negatively on children's safety, as Ofsted has not been able to carry out the full checks on adults who are in charge of the provision. Furthermore, the provider and staff are not mindful of the importance of taking steps to review and confirm suitability regularly. Some staff do not understand the indicators that children may be at risk of being exposed to different ideas about right and wrong. As a result, children's safety and well-being are put at risk. Staff use online research to help them to provide a good range of interesting and challenging activities, which contributes to improving learning outcomes for children. The provider seeks feedback from staff, parents and children to help her evaluate the care and education the kindergarten provides. Partnerships with other settings children attend are strong. These links help staff to maintain consistency in the approach to children's learning and development.

Quality of teaching, learning and assessment is good

Staff know their key children well. They observe children during play. Staff use their findings to identify children's next steps in learning. Staff interact with children as they engage in role play. Children enjoy pretending to go camping. They snuggle up in a sleeping bag and fetch twigs to make a pretend fire to cook sausages. Staff use this opportunity well to build children's imagination. Staff promote children's understanding of mathematical concepts. Children are encouraged to calculate how many more cones they need to continue with their construction. Staff ask, 'You need four, you've got two, how many do you need?'

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised because the provider does not meet all of the safeguarding requirements. Despite this, children form strong emotional relationships with staff. Children show high levels of confidence and relish the opportunity to engage with visitors. Most children choose to play outside for the majority of the day. This gives them plenty of opportunities for fresh air and exercise. They enjoy testing their physical skills as they balance on the bikes, safely negotiating space and avoiding obstacles. Staff in the baby room are kind and caring. Their sensitive nature encourages the babies to engage in play and exploration. Babies are active and love to investigate the experiences on offer, such as sand, cereals and cause-and-effect toys. Children take walks in the village. They visit the nearby church and the local park. This supports children in understanding and valuing their local community.

Outcomes for children are good

Children, including those who receive additional funding, make good progress. Toddlers use their physical skills to explore dough using cutters and rolling pins. Pre-school children practise their small-muscle skills. They use scissors to cut out effectively a heart shape that they have previously drawn. Children write their name on their artwork, demonstrating developing literacy skills. Children confidently explore the well-resourced

environment. They willingly try new experiences and ask questions to further develop their understanding. Children develop the essential skills needed for the move on to school. They demonstrate confidence and a keenness to learn.

Setting details

Unique reference number	EY340290
Local authority	Lincolnshire
Inspection number	1092835
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	0 - 4
Total number of places	48
Number of children on roll	100
Name of registered person	Meynell Kindergarten Committee
Registered person unique reference number	RP517263
Date of previous inspection	19 February 2015
Telephone number	01427629776

Meynell Kindergarten registered in 2006. The kindergarten employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including the manager, who has a BA (Honours) Degree in Early years. The kindergarten opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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