

Meadowfield Nursery School

4 Meadowfield, Amotherby, Malton, North Yorkshire, YO17 6TS



Inspection date

25 July 2017

Previous inspection date

1 July 2013

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

- Staff plan a range of fun and interesting activities for children which helps them to make good progress in all areas of their learning. Older children are well prepared for starting school and demonstrate skill in their writing and mathematical development.
- Children have developed secure relationships with their key person and the staff team. Staff know children very well and are aware of their individual care needs. This has a positive impact on children's emotional well-being and they show they feel safe.
- Staff encourage children to take an active part in their own self-care and help them to develop a good awareness of their own safety. Children are independent and have a good understanding of how to be healthy.
- Since the last inspection, the manager and staff team have worked extremely hard to develop their partnerships with parents. They gather parental feedback, value parent's contributions to children's learning and actively promote continuity of care.
- The manager monitors the progress of all children, including those who have special educational needs and/or disabilities. She ensures they are well supported and works in close partnerships with other professionals to close gaps in their learning.

It is not yet outstanding because:

- During child-led activities, staff do not sharply focus their teaching to support children to make rapid progress towards their individual learning goals.
- Staff do not have regular opportunities to reflect on and evaluate the impact of their teaching for children.

What the setting needs to do to improve further

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

- enhance the focus of teaching during child-led activities and help children make rapid progress
- enhance the opportunities for staff to reflect on the impact of their teaching so they can continually develop their practice and promote the highest levels of achievement.

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 to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager uses her knowledge and experience in early years to support staff to develop their skills. For example, she shares information with them about how to help children further develop their mathematical skills using specific resources. This has had a positive impact on children's progress. Staff have regular supervisions and are aware of the procedures to follow if they have concerns about children's welfare. Safeguarding is effective. The manager understands her role to keep children safe and protect them from harm. She follows robust procedures for recruitment and completes risk assessments on areas used by children. Staff gather feedback from parents and use this to help them identify areas for development within the setting. For example, parents have the opportunity to attend an open evening to discuss their children's progress.

Quality of teaching, learning and assessment is good

Staff prepare the environment effectively so it captures children's interests. For example, a small group of children show excitement in using their clipboards and pens to colour in their bugs and explore different areas to look for them. Staff use questions to extend children's vocabulary as they talk about the features of the bugs and where they might see them. Other children are engrossed in using corks and paints to help extend their writing skills as they paint over letters and numbers. Staff challenge them to develop their awareness of patterns and children begin to use different colours in sequences. Staff provide ample opportunities for children to learn about other people and develop their understanding of the world. For example, children thoroughly enjoy learning about the 'country of the month' and some extend this further at home with parents. Staff use their observations of children's learning to complete regular assessments of their progress. They complete a short progress report to pass on to parents and the next setting children attend, such as school to promote continuity.

Personal development, behaviour and welfare are good

Staff are very good role models for children. They use praise effectively to help children understand the difference between right and wrong and consistently manage behaviour. Children's behaviour is very good and they are polite and well mannered. Young children begin to show an understanding of how to share and take turns in their play. Children thoroughly enjoy exploring the outdoor area and develop good physical skills. They race up and down the hill and show skill in running and climbing. Staff use key opportunities to teach children about health, safety and hygiene. For example, older boys cut up the snack and talk about the importance of clean hands and knife safety.

Outcomes for children are good

Children are keen and enthusiastic learners. They show interest and willingness to participate in activities and make good progress in relation to their starting points. Children are working within the stages of development expected for their age and any gaps in learning are closing, particularly for those children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY289521
Local authority	North Yorkshire
Inspection number	1060924
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	2 - 8
Total number of places	26
Number of children on roll	34
Name of registered person	Sarah Harper and Neil Harper Partnership
Registered person unique reference number	RP906526
Date of previous inspection	1 July 2013
Telephone number	01653 694491

Meadowfield Nursery School registered in 2004. The nursery school and out-of-school club is privately owned and managed. It is situated in a converted detached bungalow adjacent to the Amotherby County Primary School in the village of Amotherby near Malton, North Yorkshire. The nursery employs seven members of staff. Of these, all hold appropriate qualifications from level 2 to 6. The manager holds early years professional status. The nursery opens from Monday to Friday all year round, except for the Christmas period, bank holidays and one week in August. 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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