

Meynell Kindergarten

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



Inspection date

9 August 2017

Previous inspection date

2 May 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The manager does not always ensure that required staff-to-child ratios are maintained when children first arrive in the morning. This compromises children's safety.
- Some staff are not always aware of what children need to learn next. This means that they are not able to provide challenging activities to support and help them in their development.
- The manager does not use the information from staff's assessments of children's progress to evaluate the progress made by specific groups of children.
- Staff do not share enough information with parents about how they can continue to support children's progress at home.

It has the following strengths

- The manager and staff share information with schools when children move on. They talk to children and show them pictures of the school they will attend.
- Children enjoy being physically active in the well-equipped outdoor area. They develop their interests as they use soapy water and cloths to wash ride-on cars.
- The manager works with staff to identify improvements to the environment for children. For example, they rearrange the equipment to help manage children's behaviour.
- The manager and staff work well with other professionals to support children who have special educational needs and/or disabilities.
- Staff help older children to develop their sense of responsibility and give them tasks to complete, such as tidying away toys.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staff-to-child ratios are maintained at all times	10/08/2017
■ ensure that all staff are aware of what children need to learn next to enable them to support and challenge children in their learning.	16/08/2017

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

- compare the progress made by different groups of children and check that all groups receive the support they need to improve outcomes
- provide more opportunities for parents to contribute to their children's learning at home.

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 of an activity with the manager.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The manager does not always ensure that required staff-to-child ratios are maintained when children first arrive in the morning. This means that the safety and needs of children are not always effectively met. However, the manager has addressed the actions raised at the last inspection. Staff know the signs that may suggest a child is at significant risk of harm. They have procedures in place to ensure that children leave with an appropriate adult. The manager observes staff in their roles and works alongside the local authority to provide opportunities for them to extend their professional development.

Quality of teaching, learning and assessment requires improvement

Key persons observe, assess and plan for children's learning. However, they do not share this with the staff who care for them during holiday periods. This means that children are not always challenged enough in their learning. The manager does not compare the progress made by groups of children to help implement strategies to improve outcomes. Staff talk to parents about what their children have enjoyed doing in the kindergarten. However, they do not share enough information about how parents can continue to support their child's learning at home. Staff sing songs with children to help encourage their communication and language skills. They support younger children as they climb on to objects. Staff give them lots of praise and encouragement, helping to raise their self-esteem. Children then develop their confidence and balance as they climb on to an object unaided. Staff help older children to develop their counting skills. For example, they ask them to look for the number two on weighing scales when they weigh ingredients together to make cakes.

Personal development, behaviour and welfare are inadequate

Children's welfare and safety is compromised because the manager does not always maintain staff-to-child ratios. However, settling-in sessions for children are gradual and help children to settle when they first start, helping to promote their emotional development. Staff help children to learn about their local community and people who help them. For example, they invite police officers to speak to the children about their occupation. The cook and staff provide children with a healthy range of snacks and meals. Staff promote positive behaviour. For example, they use sand timers when they give children time to finish their play and discuss the rules and boundaries with them.

Outcomes for children require improvement

Even though staff do not always provide challenging learning experiences for children, most are at their appropriate stage of development for their age. Babies are keen to explore the resources that are at their level and easily accessible, supporting their independence. Toddlers roll cars down a ramp and learn to share and take turns. Older children play with shapes and negotiate how to fit them together, helping to develop their problem-solving skills.

Setting details

Unique reference number	EY340290
Local authority	Lincolnshire
Inspection number	1099465
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 - 8
Total number of places	48
Number of children on roll	71
Name of registered person	Meynell Kindergarten Committee
Registered person unique reference number	RP517263
Date of previous inspection	2 May 2017
Telephone number	01427629776

Meynell Kindergarten registered in 2006. The kindergarten employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one at level 4 and two at level 6. The kindergarten opens from Monday to Friday, closing for two weeks at Christmas and for bank holidays. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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