

Meadows Mere Nursery School



1-2 Alfred Road, Kingsmere, Eastbourne, East Sussex, BN23 6TA

Inspection date

14 September 2017

Previous inspection date

17 March 2015

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 monitor children's progress well. They use their deep knowledge of the children's interests and backgrounds to provide for their developmental needs. When staff notice gaps forming in children's progress they act swiftly to provide additional support.
- Staff work in close partnership with parents to ensure continuity in care for the children. They continually offer parents opportunities to continue learning in the home and use parents' feedback to source their assessments and plans.
- Children, including those who have special educational needs, progress well from their starting points. Staff act on advice from specialists to provide support where this is needed, to close any gaps in development.
- Staff strongly promote healthy practices with children and parents. For instance, they share healthy recipes with parents and children make meals to share at home. Staff also teach children about the benefits of exercise with regular sessions, such as yoga.
- Managers support staff well in their professional development. They allow staff opportunities to develop their qualifications. Staff use the information they gain at training courses well to improve the outcomes for children.

It is not yet outstanding because:

- Children are not always able to develop their play fully before changes in routine occur.
- At times, when staff teach children about the sounds we hear in words, they use techniques which do not engage the children or appeal to their developmental stages fully.

What the setting needs to do to improve further

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

- consider how to organise routines better to reduce the amount of disruptions to children's play and learning
- develop further the strategies used to teach children the early stages of reading, to make experiences more relevant and enjoyable for the children.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation, of children's learning and staff practice, with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff and managers clearly understand how to recognise when a child's welfare is at risk. They know how to act when a concern arises. The manager shows strong drive to improve and involves the staff team greatly in her evaluations of practice. Together they make action plans to improve the outcomes for children. For instance, at present, they are working to get children more involved in deciding what they want to learn about. The manager follows robust systems to monitor staff practice and its effect on children's learning. For example, when she notices that children develop less well in specific areas, she encourages staff training and changes practice to improve the standards.

Quality of teaching, learning and assessment is good

Staff use effective teaching strategies which they adapt well depending on the age of the children. For example, they frequently encourage children to solve problems with well-worded questions. Children solve a range of problems from working out how to get a doll out of a highchair to putting together balancing beams. Staff offer children many opportunities to recognise that everyone is different. For example, children think about what makes them unique with activities, such as making self-portraits. Staff teach children about how life varies around the world. For example, children know that people speak different languages, and use English, French and sign language at group times.

Personal development, behaviour and welfare are good

Staff support children to develop independence. For example, they help children to learn to manage their own hygiene needs, by wiping their noses or washing hands. Children move around confidently and staff ensure they can easily select resources and make choices about with what they play. Staff prepare children well for when the time comes to move to a different setting, such as school. For instance, they help them to understand what will happen in the new setting. Staff promote positive behaviour with great effect. Children interact well with each other and often engage in group games, as they show off their sharing and turn-taking skills. Staff and children have strong bonds and they interact and play merrily together.

Outcomes for children are good

Children of all ages and abilities show how they explore and lead their own learning. For example, when the toddlers find ribbons, they use these to make large shapes in the air which benefits their physical development. Slightly older children develop counting and social skills when they initiate games of hide and seek in the garden. Children in all rooms show rich imaginations. They engage in role play, for example, as they make cakes and bring each other pretend birthday presents. Children of all ages show an eagerness to make marks, whether it be in sand, play dough or with paper and pens. They are developing the skills that will help with future writing. Children use numbers in their play and learn basic mathematics. For example, older children work out how many objects they will need to buy when playing a shopping game.

Setting details

Unique reference number	507796
Local authority	East Sussex
Inspection number	1091135
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	60
Number of children on roll	65
Name of registered person	Places For Children Limited
Registered person unique reference number	RP903812
Date of previous inspection	17 March 2015
Telephone number	01323 461114

Meadows Mere Nursery School is a privately owned nursery under the organisation of Places For Children Limited. It registered in 1998 and is located in Eastbourne, East Sussex. The nursery is open each weekday from 8am to 6pm, for 49 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs nine members of staff, eight of whom hold appropriate early years qualifications from level 2 to level 5.

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