

# The Meadows Pre-School

Bradford Road, Guiseley, LEEDS, LS20 8PP



## Inspection date

26 June 2018

Previous inspection date

12 October 2015

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Requires improvement | 3 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The management team do not have robust systems for staff supervision to ensure they continue to build on skills and knowledge and promote continuous improvements for children.
- Staff have not developed effective partnerships with parents and all other settings that children attend to share information to promote continuity in children's learning and development.
- Staff do not make good use of information from observations and assessments to help them understand children's level of progress or to meet their individual learning needs.
- Staff do not obtain enough information from parents about their children's learning abilities and skills when they first start.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

### It has the following strengths

- Staff have created a stimulating environment outdoors. Children are enthusiastic about challenging their physical capabilities and exploring the natural environment.
- Staff give children lots of meaningful praise during their play. This helps to promote their emotional well-being, self esteem and confidence.
- Children play cooperatively with each other. They behave well and have good social skills.

## 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   |
|---|------------|
| ■ establish an effective system for the supervision of staff which provides support and coaching to improve their knowledge, understanding and practice       | 17/07/2018 |
| ■ implement ways to share information with parents and other settings that children attend to provide continuity in children's learning                       | 17/07/2018 |
| ■ use observations and assessments accurately to tailor activities to meet children's learning needs and to successfully monitor their levels of achievement. | 17/07/2018 |

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

- gather more detailed information from parents about what children know and can do upon entry to the setting
- develop the systems for evaluating all aspects of practice to identify and address any weaknesses in provision.

## **Inspection activities**

- The inspector spoke with staff and children during the inspection. She held a meeting with the pre-school manager and looked at relevant documentation, including the evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies. The inspector carried out a joint observation with the pre-school manager.
- The inspector discussed the pre-school's methods for self-evaluation and the impact this has on the setting.
- The inspector spoke to parents during the inspection. She took account of verbal and written views of parents.

### **Inspector**

Kerry Holder

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Staff supervisions do not sufficiently focus on supporting staff to reflect on their practice and are not rigorous enough to promote continuous improvements for children. Parents are complimentary about the pre-school. However, staff do not share enough information with parents and other settings that children attend about children's progress to ensure a joint approach to care and learning is sustained. Arrangements for safeguarding are effective. Staff assess risks daily to help ensure the premises are safe. They understand the signs and symptoms of abuse and where to go to seek professional advice and guidance if needed. Staff are deployed appropriately within the pre-school and ratios are consistently met to ensure that children are safe and supervised appropriately. Recruitment of new staff is rigorous and effective steps are taken to ensure they are suitable to work with children. The management team understands procedures for investigating complaints. Accidents are appropriately recorded and monitored and help to ensure that safe practice is consistently maintained. Some aspects of self-evaluation are established. For example, staff regularly seeks the views of children and parents. However, not all weaknesses are identified to improve practice.

### **Quality of teaching, learning and assessment requires improvement**

Staff observe children as they play and have a general overview of their development. However, they do not always use this information effectively to monitor and track children's progress against all areas of their development. This means that some planned activities do not take into account children's individual needs to motivate them to make the best possible progress. Nonetheless, children arrive happy and are ready to learn. Their literacy skills are developing, for example, younger children enjoy singing a familiar 'hello' song to each other. Older children excitedly act out stories with staff. They take on different roles and join in with repeated phrases.

### **Personal development, behaviour and welfare require improvement**

Information obtained from parents about children on entry does not include sufficient detail to show what they already know and can do. A key-person system is in place to help children build relationships and supports them emotionally. There are good settling-in procedures in place to help ensure that children are supported well with their move from home. Children share warm relationships with friendly staff.

### **Outcomes for children require improvement**

Children do not make enough progress in their learning and development. However, they are steadily gaining some of the necessary skills in readiness for school. For instance, they learn to count and recognise colours. Children make choices in their play and select their own resources. They participate in group activities with their peers where they respond well to clear guidance and simple instructions.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY368739  |
| <b>Local authority</b>                           | Leeds   |
| <b>Inspection number</b>                         | 1139549   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 40  |
| <b>Name of registered person</b>                 | The Meadows Pre-School Ltd  |
| <b>Registered person unique reference number</b> | RP527759  |
| <b>Date of previous inspection</b>               | 12 October 2015   |
| <b>Telephone number</b>                          | 0113 336 8270   |

The Meadows Pre-School registered in 2008. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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