

Meadow Farm Pre-School

The Scout and Guide Headquarters, Field Crescent, Shrewsbury, SY1 4PW



Inspection date

27 June 2018

Previous inspection date

17 September 2014

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The committee has not ensured that all members have completed suitability checks through Ofsted.
- Staff training does not consistently focus on enhancing staff's knowledge even further so they are able to extend the challenge consistently for older children.
- The pre-school has introduced a new system for assessing children's development and identifying children's next stages of development. Staff are in the process of being trained how to use this to help children to continue to make good progress.

It has the following strengths

- Children and parents are warmly welcomed into the pre-school. Children settle with ease and quickly find activities they enjoy.
- Staff know children well and plan a wide variety of experiences that reflects children's current interests. The broad range of activities provides plenty of opportunities for children to practise their skills and make good progress in all areas of their development.
- Managers have a good overview of children's progress, both for individuals and as groups.
- Staff have developed an inviting and well-resourced outdoor area so children can gain a wide range of experiences and skills both indoors and outdoors.

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
■ provide Ofsted with all the required documentation to complete suitability checks for the committee.	25/07/2018

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

- enhance the training and support programmes for staff's teaching skills and knowledge, to enable them to extend the challenge offered to older children
- monitor the effectiveness of the new assessment system in identifying children's next stages in learning so staff can support children to make the best possible progress.

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 carried out a joint observation with the pre-school manager.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the provider and looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Jennifer Getty

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the committee has informed Ofsted of new committee members, they have not sent the required information to Ofsted so their suitability can be checked. These members are not left unsupervised with children, do not work in the setting or have access to confidential information and, as such, risks from contact with unvetted adults are minimised. Procedures to ensure the safe recruitment of staff working with children are followed by those who are known to Ofsted and their suitability confirmed. Staff keep children safe and carry out risk assessments on a daily basis to ensure the premises are suitable. Safeguarding is effective. Staff know and understand procedures to follow if they have concerns about a child. Parents speak positively about the pre-school and are happy with the care and education provided for their children. The manager has a secure understanding of the learning and development requirements and uses this to evaluate the quality of the teaching effectively. These evaluations are used to clearly identify areas for development that have the most impact on children's progress.

Quality of teaching, learning and assessment is good

Managers consider children's interests and stages in development when planning activities. Staff use a range of skills to support children's developing language skills. They play with children in their chosen activities, using and modelling simple and clear language. They talk with children about what they are doing as they fill buckets with sand and what they will do next. Staff encourage children to say and count how many balls they have rolled down the drainpipe. Staff take time to speak with parents to develop an overview of the children's learning and development, and plan for their needs. Children enjoy exploring different media and materials, as they smell the parsley and celery before rolling it into play dough and making patterns or pretend pizza.

Personal development, behaviour and welfare are good

Young children are beginning to understand rules and boundaries, and right from wrong. Children behave well and are learning to share and take turns. Staff help them to develop healthy routines, such as washing hands and eating fruit for snacks. They form secure relationships with staff and are confident to express themselves and seek help or comfort when needed. Staff offer lots of praise and encouragement to children, and children respond well to reminders about keeping themselves safe. Children are encouraged to try things for themselves and choose their activities, developing their independence.

Outcomes for children are good

Children develop a range of skills in preparation for school. They enjoy conversations with staff about what they are doing and enjoy. Children sing together and demonstrate good listening and social skills as they stop playing their instruments to listen for the next song or instructions. Children are confident learners and enjoy experimenting in messy play activities, as well as asking for support when they practise walking and balancing on the beams. There are opportunities for children to practise their early writing skills.

Setting details

Unique reference number	EY467074
Local authority	Shropshire
Inspection number	1105564
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 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Meadow Farm Pre-School Committee
Registered person unique reference number	RP525435
Date of previous inspection	17 September 2014
Telephone number	01743 244542

Meadow Farm Pre-School registered in 2013. The pre-school employs six members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, one at level 3 and one at level 4. The pre-school opens five days a week. Sessions are from 9am until 3pm during term time. Children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

