

Meadow Farm Pre-School

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

Inspection date	9 January 2019
Previous inspection date	27 June 2018

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

Summary of key findings for parents

This provision is inadequate

- The manager does not ensure that staff are deployed effectively in order to ensure the safety of children, particularly during outdoor play.
- The manager does not use risk assessment adequately to help to identify, minimise or remove potential hazards to children. For example, she does not recognise the importance of removing heavy play equipment that is able to fall while children play with it. Activities that children take part in are not thoroughly assessed. This does not help to keep children safe from harm.
- The quality of teaching is poor. The manager does not tackle weaknesses in teaching. She does not ensure that staff receive training, effective supervision and coaching in order to develop the overall quality of teaching to a consistently good level.
- The manager does not monitor children's progress effectively. She has failed to identify that staff's assessments of children's learning are not consistently accurate. In addition, planning is broad and does not match precisely to children's individual next steps in learning.
- Procedures for monitoring and evaluating the pre-school, including keeping children safe, are inadequate.
- The manager does not have effective arrangements in place to exchange information about individual children with other settings. This does not help to promote a collaborative and consistent approach to children's learning and development.
- Staff do not provide parents with sufficiently detailed or regular information about their children's progress in order to help them to guide their learning at home.

It has the following strengths

- Staff are friendly and welcoming.

What the setting needs to do to improve further

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

	Due date
ensure staff are deployed effectively at all times to ensure the safety of children, in particular during outside play	10/01/2019
ensure that risk assessments are robust so that children are not exposed to potential harm, with regards to activities and the safety of equipment	06/02/2019
provide effective support, supervision, coaching and training to improve staff's teaching skills and performance so they are equipped to deliver quality learning experiences for all children	08/03/2019
ensure staff complete accurate assessments, identify children's next steps for learning and plan suitability challenging activities in line with every child's individual learning needs.	08/03/2019

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

- develop systems for monitoring children's progress, to identify and close any gaps in their learning and to highlight and respond to any differences in the progress they make
- implement systems that support the effective exchange of information with other settings that children attend, to develop a common approach and promote continuity and consistency of care and learning
- use self-evaluation more effectively to identify areas for improvement in order to benefit children and keep them safe
- provide more information to parents about their child's learning in order to help them to successfully guide their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector carried out a number of observations with the pre-school manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records. She discussed the pre-school's self-evaluation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector
Karen Laycock

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager does not ensure that staff are deployed effectively to keep children safe. For example, during outdoor play, staff failed to notice a child struggling at the top of the steps of a slide, with a toy hat on which had become lodged over their face. Staff fail to understand or risk assess the level of supervision required for some activities in order to ensure that children are safe as they play. Although the manager conducts risk assessments, she has failed to identify and remove hazards to children. For example, a heavy wooden piece of toy furniture was not stable and fell towards a child. Although staff caught the furniture in time, the manager did not take any action to remove the hazard afterwards. The manager does not guide her staff effectively to ensure that they understand how to extend children's learning effectively. She does not ensure they receive training, supervision and coaching to improve the overall quality of teaching. The manager does not check staff's assessments of children's progress. This means she is unable to identify any gaps in children's learning or provide swift intervention where necessary. She does not use evaluation well enough to identify and address weaknesses in practice. The manager does not ensure that regular information is shared with other settings that children attend. This does not support children's learning, particularly those with special educational needs and/or disabilities. The manager has effective systems in place to ensure that thorough checks regarding staff and committee members' suitability are made. The manager and staff have a suitable knowledge of the potential signs of abuse and neglect. They know the procedures to follow for reporting any safeguarding concerns about children to the relevant agencies.

Quality of teaching, learning and assessment is inadequate

Most staff are well qualified but this does not have a positive impact on children's learning. Staff record observations of children during play and routines but they do not use these observations effectively to make accurate assessments of children's progress. Staff do not interact effectively with children or help them to engage in activities for long periods. For example, a child approached a table that had a tray with a small amount of paint on and some cotton buds. A member of staff asked if she wanted to paint and, when the child confirmed that they did, the member of staff put some coloured doilies on the table and told the child to make some handprints. The child did this and the member of staff then told her to go and wash her hands. The child went to wash her hands as instructed and the member of staff left the table. Staff do not plan activities that precisely match children's learning needs. As a result, children are bored and they wander around for long periods aimlessly. When children try and engage adults in their play, staff do not respond promptly or with enthusiasm. For example, a child approached a member of staff who was writing on piece of paper on a clipboard, and the member of staff acknowledged the child but continued to write and did not engage with them. Children quickly lose interest and move away. This does not help to motivate children to learn. Activities are uninspiring and staff do not understand how to encourage children to become fully engaged to promote their learning. Parents receive some information about their child's day at the pre-school, including the activities they have undertaken that day. However, staff do not provide parents with enough detailed information in order to help them to support children's learning at home.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's safety and welfare. For example, the manager does not ensure children are supervised effectively in the outdoor area. She does not ensure that risk assessments minimise or remove hazards in the pre-school. Behaviour management strategies are effective. Staff ensure that children follow rules and boundaries, and they offer gentle reminders when children forget. Children are confident in the pre-school and develop suitable attachments to the staff.

Outcomes for children are inadequate

Children are not provided with good enough learning opportunities to enable them to make good progress. Children are confident in their environment and respond well to changes in routine, such as helping to tidy up, getting ready for their lunch and independently putting on their coats and shoes.

Setting details

Unique reference number	EY467074
Local authority	Shropshire
Inspection number	10085059
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	43
Name of registered person	Meadow Farm Pre-School Committee
Registered person unique reference number	RP525435
Date of previous inspection	27 June 2018
Telephone number	01743 244542

Meadow Farm Pre-School registered in 2013 and is located in Shrewsbury. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, from 8.45am to 3pm during term time. It provides funded early education for two-, three- and four-year-olds.

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