

Meadow Farm Playbus

Pre school

Straw Hat Car Park, Randle Meadow, Great Sutton, Ellesmere Port,
Cheshire CH66 2SE



Inspection date	1 May 2019
Previous inspection date	4 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children, including those who have only been attending for a short while, quickly develop positive attachments with their key person. This effectively contributes to their emotional well-being.
- Staff have carefully considered the indoor and outdoor environment to make best use of the space available. A wide range of exciting, high-quality and well-organised resources are easily accessible to children.
- Routines are very well established. Children respond very well to the regular and familiar patterns to their day. This structure that staff have created helps children to behave very well.
- The manager uses self-evaluation well. She has identified strengths and weaknesses of the setting and takes positive steps to address them. Parents contribute to this process through completing questionnaires.
- Partnerships with parents are effective. Staff keep parents regularly informed about their children's achievements. Parents speak highly about the care and learning their children receive. They particularly like the home reading books to continue with their child's learning at home.
- Staff work well with other early years settings children also attend. They share information about children's learning to help promote consistency in their development.
- The monitoring of staff practice is not yet sharply focused on raising the quality of teaching to the highest level.
- On occasions, staff do not consistently gather information from parents on children's interests and experiences upon entry to contribute to initial assessments.

What the setting needs to do to improve further

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

- enhance the processes for monitoring staff practice to raise the quality of teaching to outstanding levels
- consistently gather information from parents on children's interests and enthusiasms, and use these to inform initial assessments.

Inspection activities

- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector
Adele Banton

Inspection findings

Effectiveness of leadership and management is good

The experienced manager and staff are well qualified. They have high expectations for all children and are committed to providing good-quality learning experiences. The manager and staff maintain a safe environment, ensuring that risks are minimised. Children are supervised well and staff deploy themselves throughout the setting to ensure children are kept safe and secure. Safeguarding is effective. The manager ensures that all staff understand how to recognise and respond to any concerns they may have about children's welfare. Staff keep up to date with their professional development. For example, by accessing training when possible and sharing best practice with each other.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development to plan learning experiences that are individual to each child. This enables children to make good progress from their starting points and achieve their next steps in learning. Staff provide opportunities for children to develop their literacy skills. For example, children independently select their names to register their attendance. Children benefit from key-group time where they are introduced to letters and sounds. Staff skilfully further children's learning by encouraging them to practise their letter formation. They provide an exciting learning environment that ignites children's curiosity and eagerness to learn. Older children immerse themselves in their imagination as they pretend to play a police game. Younger children delight in exploring while mixing with mud and water.

Personal development, behaviour and welfare are good

Children arrive at the setting motivated and ready to learn. They develop genuine friendships, know how to share resources, take turns and talk to each other with respect. Children have good opportunities to develop their independence. For example, they manage self-care routines such as washing their hands before meals and putting on their coats before going outside to play. Children enjoy playing in the fresh air and have plenty of opportunities to be physically active. They competently ride bicycles and scooters, enjoy planting flowers and keenly play in the sand. All children move safely around the setting. They know how to manage risk as they walk sensibly up and down the stairs. Children learn about their local community. They benefit from trips to the library and enjoy visits to the local care home.

Outcomes for children are good

Staff encourage children to listen, understand and become confident talkers. Consequently, this has a very positive impact on all other areas of learning. Children develop good social skills. Younger children interact positively with their older peers. Children are confident to lead their own play. They explore with interest and persevere with activities. Progress checks for children aged two show that they are reaching the expected levels of development for their age. All children develop the skills they need in readiness for school.

Setting details

Unique reference number	EY478034
Local authority	Cheshire West and Chester
Inspection number	10076003
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	16
Number of children on roll	40
Name of registered person	Fisher, Jane Elizabeth
Registered person unique reference number	RP513810
Date of previous inspection	4 July 2016
Telephone number	07792633426

Meadow Farm Playbus Pre school opened in 1975 and re-registered in 2014 under private ownership. It operates from the playbus on the Straw Hat car park in Great Sutton, Cheshire. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications, including one with early years professional status. It operates between 8am and 4pm each weekday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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