

# The Meadows Pre-School

Bradford Road, Guiseley, LEEDS LS20 8PP



<b>Inspection date</b>	14 May 2019
Previous inspection date	26 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Staff provide children with an exciting learning environment, indoors and outdoors. Children are happy and settled. They have fun and enjoy their time at the warm and friendly pre-school. All children make good progress from their starting points.
- An effective key-person system is in place. Children form strong bonds with their key person and are happy in their care. This helps to support children's emotional well-being and growing self-confidence.
- Partnerships with parents, other providers and professionals are good. Staff share information about children in a range of ways. This contributes strongly to meeting children's needs, including those with special educational needs and/or disabilities. This ensures a consistent approach to care and learning. Parents are complimentary about the pre-school and comment on how much their children enjoy attending.
- The manager and staff team have recently made a number of improvements to the pre-school. They reflect well on what further positive changes they can make to enhance the service they offer. Additionally, they seek the views of parents, children and other professionals as part of this process.
- Occasionally, staff interrupt children to complete routine tasks when children are engaged in activities of their choosing. This sometimes has an impact on the flow of play and the rich learning opportunities.
- Staff benefit from frequent discussions about their performance. However, the programme for continuous professional development is not sharply focused on the individual needs of staff or enhancing the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- give children more time to lead and complete their own play so that they can make the most of every learning opportunity created
- focus continual professional development more precisely on strengthening individual staff practice to raise the standard of teaching and promote children's attainment to the highest level.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Lindsay Dobson

## Inspection findings

### Effectiveness of leadership and management is good

Since the last inspection the staff team has made many improvements to the setting, which have had a positive impact on children's welfare and learning. The manager and staff monitor children's progress effectively and identify any gaps in their learning and development. This means they ensure children swiftly receive any additional support they may need, which has a positive impact on outcomes for all children. Safeguarding is effective. The manager and staff have a secure knowledge of how to recognise the signs of abuse and the procedures to follow should they have a concern about a child in their care. Risk assessments are comprehensive and implemented effectively. This means that staff keep children safe from harm. All required records for the safe management of the pre-school are in place. Staff recruitment is robust. Staff have regular supervisions with the manager to share information about themselves and the children they look after.

### Quality of teaching, learning and assessment is good

Overall, the quality of teaching is consistently strong. Staff know children well and have a clear understanding of what they know, can do and what they need to learn next. Assessment is accurate and staff take account of children's interests and identified next steps in learning when planning activities. The playrooms are well resourced and offer an exciting range of activities which motivate children's interest. For example, children show increasing control of their small muscles for their age as they use pegs to pick up small coloured balls. Staff extend children's learning. Children name and match colours. They develop their mathematical skills as they count and group the balls and identify the biggest and smallest groups. Younger children enjoy playing with toy dinosaurs and building with bricks. They use their imaginations well as they build a castle to protect themselves from the dinosaurs.

### Personal development, behaviour and welfare are good

Children develop warm, secure relationships with the staff and other children. Staff welcome children and their families to the setting. Children develop a strong sense of belonging. Activities, such as registering themselves when they arrive, help to support this. Staff promote outdoor play daily. The wonderfully-resourced outdoor area encourages children to take part in activities and supports them to learn new skills. Younger children love climbing into the sand pit, filling buckets and showing delight at the castles they make. The interesting water play area promotes children's understanding of mathematical concepts, such as 'full' and 'empty', as they fill and pour from a range of containers. Staff promote children's physical development well in the outdoor area. Staff support children to try new things and to take risks to succeed. Children behave well and respond well to the positive praise they receive from the staff.

### Outcomes for children are good

Children develop the key skills they need for future learning and the move on to school. Children of all ages share an enjoyment of books. They enjoy group story times where they listen attentively to stories read by enthusiastic staff. They also choose quieter times to look at books independently. Children are confident, friendly individuals who have lots to say about the pre-school, the staff and the activities they enjoy.

## Setting details

<b>Unique reference number</b>	EY368739
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10089425
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<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>	26 June 2018
<b>Telephone number</b>	0113 336 8270

The Meadows Pre-School registered in 2008 and is located in Guiseley, Leeds. 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 8am until 5pm. The pre-school provides funded early education for three- and four-year-old children.

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