

Meadow Farm Pre-School



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

Inspection date	19 June 2019
Previous inspection date	9 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager and staff have worked tirelessly to make changes since the last inspection. They are forward-thinking and have clear action plans for the future. They strive to ensure that they provide children with the highest levels of care and learning. The manager seeks the views of staff, parents and children. She implements their ideas and suggestions to help move the pre-school forward.
- The pre-school is an integral part of the local community. Staff provide support for children and their families. They work closely with outside agencies to ensure that all children receive the best possible start in their care and learning.
- Staff accurately observe and assess children's progress. The manager tracks individual and groups of children to swiftly identify where there are gaps in learning. She then implements either training, support from other professionals or additional resources to ensure that gaps rapidly close.
- Children interact positively with staff. They seek them out for reassurance or to join in with their games. Children's behaviour is good. Staff act as positive role models and remind children to use good manners. Children learn to share and take turns. They are kind and respectful to others.
- Staff work closely in partnership with parents. They share information with parents and provide ideas to help them to continue children's learning at home. Parents are happy with the care their children receive. They say that children enjoy coming to the pre-school and they are very happy with the progress their children make. They say that the new garden area is a huge improvement and offers lots of options for the children.
- Large-group times are not always organised well enough to enable all children to fully participate.
- Sometimes, the organisation of activities and general routines inhibits children's choices in their play.

What the setting needs to do to improve further

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

- review the organisation of large-group times to enable all children to fully participate
- provide children with more opportunities to make choices in their play.

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 completed a joint observation with the pre-school manager responsible for implementing the learning and development requirements.
- The inspector held a meeting with both of the pre-school managers and the chairperson of the committee. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and some parents during the inspection and took account of their views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of the signs and symptoms of abuse and neglect. They are aware of the procedures to follow if they have concerns about a child in their care. The premises are safe and secure, and staff closely supervise children to ensure their safety at all times. Robust recruitment and comprehensive induction procedures mean that everyone working with children is deemed suitable. Staff attend training to further develop their already good knowledge and skills. They implement what they learn to enhance the outcomes for children. Staff benefit from regular supervision meetings. The manager monitors staff and carries out observations of their practice. She uses this information to identify any additional training that staff may find beneficial.

Quality of teaching, learning and assessment is good

Staff are qualified, experienced and know the children exceptionally well. They recognise what children learn from activities and demonstrate how they meet children's individual next steps of learning. Children enjoy taking part in activities and have fun while they learn. Children learn about shapes as they explore a light box. Staff skilfully extend the activity as they show children how to use the voice activation buttons. Children know that they press the red button to record their voice and the green button to listen to themselves. Children develop their imagination, such as when they play in the mud kitchen. They scoop mud into a bowl and staff demonstrate how they can turn a tap to access water from the container by themselves. Children pour the mud into large tins and a jug and pretend that they are making gravy, potatoes and cauliflower cheese.

Personal development, behaviour and welfare are good

Children develop exceptional physical skills. They carefully balance on and jump off tyres and logs. They use a small climbing wall, placing their feet and hands correctly to pull themselves up and can walk sideways around the climbing frame. Children's health is promoted well. They help themselves to fruit at snack time and enjoy healthy, home-cooked meals which include a variety of fresh vegetables. They take their finished plates to trays, scrape any leftover food away and sort their plates and cups into different piles to be washed. This has been implemented as it is the routine that children will follow when they go to school. Staff work closely with parents to support children who speak English as an additional language. For example, parents record words in the child's home language on sound blocks for staff to listen to and copy.

Outcomes for children are good

Children are confident and communicate well. They make good progress from their individual starting points and acquire the skills they need to support them when they move on to school. Children develop mathematical skills as they name shapes, including 'triangle' and 'semicircle' and recognise numbers up to 20. They develop problem-solving skills as they estimate how many cotton reels they can stack before the tower falls over.

Setting details

Unique reference number	EY467074
Local authority	Shropshire
Inspection number	10092861
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	50
Name of registered person	Meadow Farm Pre-School Committee
Registered person unique reference number	RP525435
Date of previous inspection	9 January 2019
Telephone number	01743 244542

Meadow Farm Pre-School registered in 2013 and is located in Shrewsbury. The pre-school employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including one who holds level 4 and one who holds level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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