

# Inspection of Meanwood Preschool

Holy Trinity Community Hall, Memorial Drive, Leeds LS6 4LF

---

Inspection date: 30 June 2021

---

## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish at this pre-school. They enjoy strong, nurturing relationships with staff and feel safe and secure in the setting. Children arrive happy and are eager to begin their day. They immediately immerse themselves into the rich learning environment and choose what they would like to do. Children play cooperatively together and build secure friendships. As children explore a globe, staff skilfully involve them in discussion about different countries, people and animals. From these discussions, children direct their own play and begin making maps that show the world. Children explain that yellow is sand, orange is land, blue is the sea and green is loads of lizards in the desert.

Children enjoy a range of experiences which are well planned and beneficial to their learning. For instance, they enjoy weekly yoga sessions that are aimed at supporting their well-being and at bringing a sense of calm. Children develop comprehensive skills in mathematics led by experienced staff. They enjoy a wide range of books and stories, which helps to support their communication and literacy skills.

Leaders have high ambition for every child to develop a love of learning and achieve exceptionally well. They make sure that all children, irrespective of their starting points, are very well prepared for starting school. Children who missed part of the academic year, due to the COVID-19 (coronavirus) pandemic, have readily adjusted to being back in the pre-school and are thriving.

## **What does the early years setting do well and what does it need to do better?**

- Leaders are ambitious, passionate and inspirational. They ensure that professional development is focused and highly effective. Leaders and staff work closely together to reflect on practice, which translates into improvements in the teaching of the curriculum.
- Staff are extremely experienced and knowledgeable about how children learn and develop. They have developed a clear, well-thought-out and sequenced curriculum that helps children to make high levels of progress. For instance, after independently completing numerous transport jigsaw puzzles, children decide to number these. Children can count the puzzles and identify the numbers, using a number line. Staff expertly guide children to write the numbers on sticky notes to add them to the puzzles. Children are engaged for an astonishing length of time. With a little guidance, they manage to number the puzzles from one to 20.
- Staff expertly reshape activities as they progress so that children are challenged and learn the most from every experience. Children are curious and have a desire to learn more. They ask questions, test out their own ideas and

demonstrate an ability to think critically. For example, as children make their own maps, staff provide an atlas for them to use. Children delight in finding different cities and roads, including Leeds. This helps to further support children's understanding about the world around them and their local area.

- Staff provide children with a rich set of experiences to promote an understanding of different people, families and communities. They use children's own experiences and backgrounds to support the whole group. For example, children teach their friends simple words from their home language and are keen to show older children how to write their name too.
- Staff have high expectations for all children. Children are very well behaved and demonstrate high levels of self-control as they take turns and share scooters independently outside. Staff model kindness and care deeply about every child. They quickly settle any minor upsets and do not accept any unkind behaviour.
- Partnerships with parents are outstanding. Parents commend the setting and praise the 'dedicated, caring, supportive and nurturing staff'. Parents say that children enjoy an array of activities that help them to develop physically and socially as well as to grow in confidence and independence. They describe the setting as having excellent communication, especially throughout the COVID-19 pandemic, where staff set up various online platforms for parents to access to support children's learning at home.
- Relationships with other professionals are highly effective and contribute to the outstanding care and progress children make. The excellent partnership working with local schools significantly contributes to children being exceptionally well prepared for their move to school when the time comes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are top priority for everyone at this pre-school. Managers and staff know children and families very well and are alert to any concerns. They are confident in identifying and supporting children who may be at risk of harm. Managers and staff have an excellent understanding of their roles and responsibilities in protecting children. They know the robust policies and exact procedures to follow and where to obtain support. Vigorous recruitment procedures and ongoing checks help to ensure that adults are suitable to work with children.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY557771                           |
| <b>Local authority</b>                             | Leeds                              |
| <b>Inspection number</b>                           | 10190221                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 3 to 4                             |
| <b>Total number of places</b>                      | 20                                 |
| <b>Number of children on roll</b>                  | 27                                 |
| <b>Name of registered person</b>                   | Pell, Helen Louise                 |
| <b>Registered person unique reference number</b>   | RP557770                           |
| <b>Telephone number</b>                            | 07535 000084                       |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Meanwood Preschool registered in 2018. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The provider, who is also the manager, holds qualified teacher status. The pre-school is open from Monday to Friday during term time only. Sessions run every morning from 9am to midday and during the afternoons on Tuesday, Wednesday and Thursday from midday to 3pm.

## Information about this inspection

### Inspector

Clare Cotton

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector and the nursery manager had a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held a number of discussions with leaders and managers throughout the inspection. She looked at a sample of documentation, including staff's qualifications and Disclosure and Barring Service records.
- An activity was jointly evaluated by the inspector and the nursery manager.
- The inspector spoke to and interacted with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021