

# Inspection of Meadow View Childcare

14 Great North Road, Welwyn, Hertfordshire AL6 0PL

---

Inspection date: 20 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The nursery offers a welcoming outdoor environment where children are eager to learn. Children problem solve through activities. For example, they try different ways of fitting together train track and pieces of puzzle independently. Children are kind and considerate to their peers. They take turns and listen to others when speaking during snack time.

Children have opportunities to learn about nature and are gentle with the nursery's pets. They learn about how animals move and what they eat. For example, children watch the pet tortoise eat tomatoes and explore what it means when the tortoise is hiding in its shell. Children spend a lot of time outdoors where they can explore and exercise. They move their bodies in a range of ways through physical activities. For example, children jump from block to block in sequence, developing their balancing skills and coordination. Children sing nursery rhymes in groups with staff. This helps to develop their vocabulary and builds on their communication and language skills. They make marks with chalks, then smudge the marks with their fingers to make patterns. The children then use water to wash away the marks. This helps them to express their own creativity.

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

- Staff encourage children's independence well. They support children to peel their own fruit at snack time and encourage children to pour milk or water by themselves. Children are encouraged to tidy toys and equipment away when they have finished an activity.
- Children regularly practise their mathematical skills through play. They creatively pass pipe cleaners through the hole in sieves and gain a concept of the size and shape of materials. Staff use mathematical language within play to build on these experiences. They use mathematical concepts, such as 'half' and 'more than', in conversations.
- Parents are very happy with the setting. They feel supported by the nursery. Parents know the activities their children participate in on a day-to-day basis and staff offer guidance so that parents can provide similar experiences within the home, especially outdoors.
- Staff know the children well. They have a good understanding of each child's interests. Staff take time to provide exciting learning opportunities for children based around their interests. However, staff do not always sharply focus on what children already know and can do during spontaneous play in order to extend their learning further.
- Managers confidently understand children's backgrounds and support the individual needs of each child. They work in partnership with external professionals to provide support for funding and transitions to school.

- Children are curious and explore the environment, which supports them in gaining an understanding of the world around them. They can identify different smells and textures as they explore the flowers, sand and soil around the nursery. Staff and children take part in interesting conversations. For example, during snack time, they talk about where fresh fruit and vegetables come from.
- Staff are attentive to children's needs. The key-person system supports staff to build positive relationships with the children and parents. This helps children to gain secure attachments with staff in the nursery. Staff provide a calm and relaxing environment for children and babies to learn in. They are positive role models to children. Staff listen to what children say and ask questions during conversations, further encouraging children's communication skills.
- Leaders complete regular and effective supervision with nursery staff. This results in support for the well-qualified staff team and opportunities for further training to consistently improve teaching.
- Children have an understanding of what contributes to a healthy lifestyle. Older children wash their hands independently and staff remind younger children of the importance of handwashing throughout the day. Staff discuss healthy eating with children during snack times and lunchtimes. They are served freshly cooked, nutritious meals. Staff support parents in promoting healthy eating, further supporting children's knowledge of how to keep themselves healthy.
- The nursery staff support children's personal, social and emotional development well. Children make friends and respect their peers. Children are confident and engage in conversations in groups with each other. They have opportunities to express themselves in a variety of ways, such as during messy play, singing and role play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have regular safeguarding training and know the signs and indicators of abuse and neglect. They are clear on their duty to safeguard children and can clearly implement procedures in place within the setting should they have a concern about a child. The designated safeguarding lead confidently understands her role. Staff understand the indicators of extremism and how they would report these concerns.

## What does the setting need to do to improve?

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

- help all staff to build on what children can already do to extend learning even further during spontaneous play.

## Setting details

<b>Unique reference number</b>	EY556731
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10174761
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	85
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Lucas, Lisa Ann
<b>Registered person unique reference number</b>	RP904983
<b>Telephone number</b>	01438712181
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Meadow View Childcare registered in 2018. The nursery employs 18 members of childcare staff, 12 of whom hold an early years qualification at level 2 and above. The setting is open Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ella Sealey

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The provider and nursery manager conducted a tour of the setting to understand the early years setting and how the curriculum is organised.
- The inspector carried out two joint observations with the deputy manager and manager.
- The inspector had discussions with staff, children and parents throughout the visit and took their views into account.
- The inspector looked at relevant documentation, including safeguarding documentation and suitability checks.

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