

# Inspection of Meadows Children's Nursery

Crook Hill Farm, STOCKSFIELD, Northumberland NE43 7UX

---

Inspection date: 2 December 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

Children thrive in this friendly and caring nursery. Children are happy and secure. They demonstrate this as they talk to staff about what they are going to do with the vegetables they find in the garden. Two-year-old children greet the inspector enthusiastically and tell her that they are giving the guinea pigs some grass. Parents comment that it is more than just a nursery. They like the caring staff and value the comments that they receive at the end of the day. Babies settle quickly. They thoroughly enjoy playing peekaboo with staff. Babies beam as staff put a scarf on their heads and sing 'where have they gone?' They giggle in delight when staff say 'here they are'. Children learn how to keep themselves safe. For example, older children know that they must wait for a member of staff before they go in the garden. They learn how to carry branches in the 'windy woods' to help make a den.

Staff have high expectations for what children can achieve. The curriculum is well designed to help children make the best possible progress. Children benefit from the number of highly qualified staff, including teachers, that work at the nursery. By the time that children leave the nursery, many children can count and recognise numbers. They can hold their pencils correctly and write their names. Some children can read and write simple words. Children learn to share toys with their friends. Older children behave well in group activities.

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

- The curriculum is extremely well thought out. The manager and staff have carefully considered the order in which children develop new skills. For example, staff working with toddlers place a high priority on developing children's shoulder muscles. Older children take part in activities, such as 'digit dancing', to develop their muscles and to learn writing patterns. They perfect moving their arms up and down and round and round with increasing control. This supports their ability to hold pencils correctly and form the letters of the alphabet.
- Children develop very good independence skills. At lunchtime, toddlers learn to feed themselves and use a knife and fork. They also learn how to pour their own drinks. Two-year-old children begin to learn how to cut their food. By the time children are in the school room, they serve themselves and cut their food proficiently. They develop similarly high levels of independence as they dress to go outside.
- Babies are incredibly well supported and the atmosphere in the room is calm and tranquil. Staff have thought carefully about how they can help babies to develop key skills. The room is organised to support their physical development. For example, babies enjoy pulling themselves up on larger boxes. They explore how they can climb in and out of them. Staff sing and talk to babies constantly, helping to develop their communication skills.

- Staff support children to develop their language well, overall. They have a clear intent of how children develop their language skills over time. For example, staff working with babies encourage their babbling and use of single words. However, occasionally, staff working in the early years room do not always maximise opportunities to ensure that all children can express themselves.
- Children develop very good attitudes towards their learning. Toddlers demonstrate good concentration as they learn how to handle jugs. They remain engaged as they perfect their skills, eventually tipping water from one jug to another. Children in the school room demonstrate high levels of engagement as they build a train track. They persevere well as they connect a bridge and then use supports to raise the track up off the ground. Through trial and error, children learn to hold the track up with one hand as they put the support underneath.
- Staff know their key children well and the support for their learning is strong. However, the management team has not fully considered how the current organisation of the key-person system is impacting on some members of staff. For example, while newer members of staff are being trained in their role, more-established staff take on the key-person role for more children. This increases their workload.
- Staff have a good relationship with parents. They share information with parents about what the children have been doing. Staff share information about what they are working on next. Parents comment that they like the amount of information they receive. They appreciate the daily feedback and the regular review meetings that they have with staff.

## Safeguarding

The arrangements for safeguarding are effective.

There are good procedures in place to keep children safe. For example, staff make sure that all doors into the nursery are secure. This means that children cannot leave the building unsupervised. The indoor and outdoor areas are safe and well maintained. Staff carry out thorough safety checks and take appropriate actions when hazards are identified. For example, some areas outdoors were not used during the inspection due to recent storm damage. The manager and her staff team have a good knowledge of the signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child.

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

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

- strengthen the already good practice in communication and language further, and give children in the early years room time to talk and express their thoughts

and ideas

- support staff even further to manage their workload and improve the effectiveness of their role.

## Setting details

<b>Unique reference number</b>	2551691
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10215745
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Meadows Children's Nursery Ltd
<b>Registered person unique reference number</b>	2551690
<b>Telephone number</b>	01661 842424
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Meadows Children's Nursery registered in 2019. The nursery employs 24 members of childcare staff. Of these, seven hold qualifications at level 6 or above, including three with early years professional status or qualified teacher status. Seventeen staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The manager showed the inspector around the nursery. She talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed children playing and looked at the quality of education.
- The inspector talked to children and staff at appropriate times during the inspection.
- Parents talked to the inspector on the telephone and shared their views of the nursery.
- The manager showed the inspector a range of documents, including those relating to staff suitability.
- The provider and manager explained how they manage the nursery.

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