

Inspection of Meadowside Pre-School

West Leigh County Infant School, Westfield Drive, Backwell, Bristol, Somerset BS48 3NG

Inspection date: 7 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children excitedly come into this well-designed and stimulating pre-school. They are greeted warmly by the caring staff. Children happily seek out friends and choose their play. All children, including those with special educational needs and/or disabilities (SEND), make good progress as there is a well-sequenced and planned curriculum that staff follow. For example, older children work collaboratively together to build a block of flats from wooden blocks. They carefully place people in windows and doors. They use their problem-solving skills to create a solid structure. Two-year-olds play outside, concentrating hard as they create a rail track for their trains. Staff sensitively encourage them to achieve their goal, offering suggestions to help the pieces fit together. Children show delight when they complete the track.

Children feel very secure and safe. There are clear boundaries in place, so children know what is expected of them. Staff have high expectations for children. Children stay focused at activities for long periods. Older children independently set up a play shop and use real coins in exchange for vegetables. Staff observe two-year-olds carefully and support them by modelling language and showing them new skills. For example, when the children explore flour in a tray, staff show them how the scales move when they add more flour to one side.

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

- Children are confident in this setting because staff support them well. Staff model new words and extend language during play. They use open-ended questions, enabling children to think for themselves and come up with ideas and solutions. Children develop good language skills. They learn about rhythm and rhyme as they repeat familiar nursery rhymes and songs. They share stories and call out repeated words and sentences that they are familiar with.
- Staff take time to know and understand children when they start. This means staff can plan activities that ensure new children progress from the start. Staff observe and plan next steps well to ensure children progress. However, sometimes staff miss opportunities to extend older children's learning during their play, for example by encouraging them to think of ways to remove objects they have posted inside a bottle. This means older children can get distracted and sometimes challenge the rules of the setting, such as running about, which disturbs others.
- Children learn about the world around them. They go on walks to explore the seasons and nature. They hunt for bugs and comment on what they see. They learn about risk and how to follow staff's instructions to keep safe. Children explore water and sand in the lovely garden. Children think about how water spreads over the ground and evaporates in the sun. Older children use language

to compare quantities as they add water to tubs and jugs. They discuss how heavy things are and how they can move them safely. Two-year-olds laugh as they spray water and see how far it will reach.

- Children develop a good understanding of numbers and quantities. They recognise dates on the calendar and count vegetables in the role play area. Older children sequence number symbols and attempt to write some for labels for their shop. Younger children explore sensory play dough, which smells like strawberries, and develop their small-muscle skills ready for early mark making. Children learn about the importance of having a healthy lifestyle through physical activity. They take part in a weekly football skills class and use the school field to run about, negotiating space. They prepare and eat healthy snacks and enjoy a freshly prepared hot meal at lunchtime.
- The manager and staff have very effective partnerships with parents. The manager is incredibly supportive of the whole family as she knows how important family relationships are to children's well-being. Parents seek advice to help them support their children more effectively at home. Staff support parents to help their children become independent and ready for school. They regularly share children's progress and next steps with parents.
- The manager is very ambitious for all children to succeed. The company's early years lead supports the manager very effectively and together they focus on staff development and outcomes for children. They are highly reflective and passionate about training. The manager mentors staff as they complete their training. She ensures all staff are happy through regular meetings.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safety and well-being of all children and adults. All staff have a very robust knowledge of how to safeguard children. They know all categories of abuse, including the 'Prevent' duty, well. Staff can confidently identify any signs of potential harm to children and how to report these concerns effectively. The manager ensures staff have up-to-date training on all areas of safeguarding. Leaders and the manager have very effective recruitment systems to ensure staff are, and continue to be, suitable to work with children. Staff carry out regular risk assessments of the setting and when on outings to keep children safe.

What does the setting need to do to improve?

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

- provide more challenging opportunities for older children to further enhance their development.

Setting details

Unique reference number	2552086
Local authority	North Somerset
Inspection number	10215762
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 at time of inspection	2 to 11
Total number of places	22
Number of children on roll	58
Name of registered person	Bridgwater Young Men's Christian Association
Registered person unique reference number	RP905002
Telephone number	07933711909
Date of previous inspection	Not applicable

Information about this early years setting

Meadowside Pre-School registered in 2019 and is run by the YMCA Dulverton Group. It is situated in the grounds of West Leigh County Infant School, in Backwell, near Bristol. It is open from 7.30am to 5pm, Monday to Friday, all year. There are five staff. Of these, one has early years teacher status, two have relevant level 3 early years qualifications and one has a level 2 qualification.

Information about this inspection

Inspector

Sian Bath

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 and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the early years lead for the company about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Then inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work with children.

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.

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