

Inspection of Little Meadows Preschool

St. Francis Church, Ash Hayes Road, Nailsea, BRISTOL BS48 2LP

Inspection date: 22 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

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 flourish in this welcoming pre-school. They eagerly rush in and happily wave goodbye to their parents. Enthusiastic staff greet the children and skilfully encourage them to independently hang up their coats and bags and take out their lunch boxes. Children show excellent levels of independence. Staff sensitively support those who are struggling to separate from their parents. Children are highly motivated and understand the routine well. For example, they wash their hands on arrival and line up ready for the morning welcome song. Children listen intently to adults and are keen to hear what they are doing that day. The familiar routine supports children to feel safe and secure. Children have positive, respectful relationships and their behaviour is exceptional.

Staff know children extremely well and plan an ambitious curriculum that suits their needs. They teach children new words, and children use these in their everyday language. For example, children inform visitors that they need to drink water to stay 'hydrated'. Children are highly motivated and very eager to learn. They respond readily to adults' requests and instructions. They become highly engaged in activities and happily share and let children join in their play. Children are making good, and in some aspects excellent, progress.

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

- The manager is ambitious and has a clear vision for the pre-school, which is shared with the staff in regular meetings. They reflect together well as a team, ensuring that they are providing high-quality education for all the children. New members of staff are well supported and attend weekly meetings to support their induction. They quickly learn about the pre-school and the children.
- Children keep on trying even when they encounter difficulties, and staff support them extremely well. For example, when struggling to open the zip on their bags, staff hold the bag tight and encourage children to try again. Children smile happily when they open their bags themselves and feel very proud of their achievements.
- Children have many opportunities to hear stories and songs. Books are readily available. Staff read to children throughout the day, and children are keen to join these impromptu story times. Staff ask children questions about the book and support them to listen closely and remember the story. However, children who speak English as an additional language do not have many opportunities to hear their own language in the pre-school. This would help to support their learning even further.
- Staff are very responsive and support children to learn through their interests. For example, when children are standing back, staff quickly notice and start a bug hunt. Together, they plan where they may find bugs. They get out

magnifying glasses and discuss the insects they find. Children happily allow others to join in their hunt and work together. They excitably tell visitors about their findings and are highly enthused to continue the hunt independently.

- The enthusiastic staff have created an ambitious curriculum and all children are making good progress. Staff know the children well and differentiate their learning accordingly. They know how to extend children's learning. For example, when counting the children, staff ask, 'What is one more?' They also know how to provide encouragement for the children who need it and count with them, which gives them a sense of achievement when they have counted all the children. Children are highly inspired to join in and have a very positive attitude to their learning.
- Staff have high expectations of children's behaviour, and children behave very well. They manage their own feelings and are kind and caring towards each other. Children are beginning to understand how their behaviour can affect others. If they want to play with the same toy, they know to get the sand timer to support with sharing. Children work well together for their age.
- Parents are highly complimentary about the pre-school. They value the support they receive from pre-school staff and are very happy with the progress their children are making. For example, staff share tips on potty training and help parents to complete forms to get extra support for their children.
- Children with special educational needs and/or disabilities (SEND) enjoy pre-school and are making progress. Staff work with parents and outside professionals to develop plans that support children to learn. They use Makaton signs with all children, and picture cards, which supports everyone's communication.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school management and staff have an excellent knowledge of safeguarding. They know the signs and symptoms to look for that may be a cause for concern and how to record these. Staff know what to do and who to contact if they think a child may be at risk of harm. The management team ensures that all staff keep their knowledge up to date by attending regular training and by having discussions in staff meetings and supervision sessions. Children are very safe. The manager risk assesses the premises and activities. She follows safer recruitment processes to ensure that staff are safe to work with children.

What does the setting need to do to improve?

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

- increase opportunities to support all children who speak English as an additional language to hear and use their home language in the pre-school, to support

their learning and well-being.

Setting details

Unique reference number	2613678
Local authority	North Somerset
Inspection number	10288929
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Dyer, Katie
Registered person unique reference number	2613679
Telephone number	07711732044
Date of previous inspection	Not applicable

Information about this early years setting

Little Meadows Preschool registered under its present owner in 2021. It is located in Nailsea, North Somerset. The pre-school is open from Monday to Friday during term time. Sessions are from 9am to 3pm on Monday, Thursday and Friday. On Tuesday and Wednesday, sessions are from 9am to 1pm. The pre-school employs five members of staff. Of these, four hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Neenan

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 their evaluation of the pre-school.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the pre-school with the inspector.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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