

Inspection of Meynell Kindergarten

16b Morton Road, Laughton, Gainsborough, Lincolnshire DN21 3PS

Inspection date: 30 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The kindergarten has a family feel. Children arrive happily and settle into kindergarten quickly. The friendly staff team welcomes children in, and they are eager to explore the learning environment. Staff have good relationships with children and know their key children well. Staff gain valuable information from parents during the settling-in process.

The manager and staff plan an ambitious curriculum for children based on their next steps in learning, alongside the children's specific interests. Children express a keen love of books. They vote which new story books they would like to share first. They listen intently to stories that staff read to them with such enthusiasm. Children are physically active. They develop strength and show high levels of perseverance as they climb and balance. Children understand the need to take turns as they balance on a beam in the garden. Staff encourage children to take risks and explain how to move their bodies. This support helps children to develop a positive attitude to their learning. Children are developing strength in their hands, which helps to prepare them for early writing. For example, they use tools with increasing control as they make marks during their play.

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

- The manager and staff understand the need to have a curriculum that builds on children's skills and knowledge. They gather information from parents when children start and use observations of children as they play to see what they already know and can do. Key persons then plan for what children need to learn next. Staff working with the older children focus learning to support children for their transition to school.
- Children with special educational needs and/or disabilities are well supported. Staff have made effective links with external agencies for advice and guidance. Referrals are put in place quickly and effectively. This helps all children to make the progress that they are capable of.
- Leaders have used funding effectively to develop the outdoor environment to support children who do not have access to outdoor spaces at home. This develops children's physical skills and interest in the natural world. However, babies do not have the same opportunities to access the outdoor environment.
- Staff use songs and rhymes to help to develop younger children's language and communication skills. They use a 'song bag' with different toys for children to choose and then link a rhyme to the item children pull out. Children enjoy selecting the toys and some join in with the singing. Staff use signs as well as words to help children join in and learn new songs.
- Children behave well. Staff role model positive behaviours and provide clear instructions to children. Staff working with toddlers talk to them about the

consequences of their actions. For example, when children run inside, staff explain why it is important to walk and how to keep themselves safe. Children remind their friends to walk and receive praise from staff.

- Staff support children's feelings. They recognise when children are struggling with their emotions and swiftly begin to support them. They help children to talk about what they are experiencing and to come up with solutions to make them feel happier. Children respond well to this. They begin to identify ways they can calm down and manage their emotions. This is an invaluable skill for children.
- Managers and staff have good relationships with parents. Parents feel very supported by the setting. They are encouraged to support their children's learning and development at home. Parents comment on the lovely staff and state that their children are happy and settled.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about child protection and safeguarding. They are vigilant to identify concerns about a child's welfare and to ensure families benefit from the right help at the right time from different services. Leaders have considered the impact of economic pressures on families and work with the local community to support the welfare of families. There are procedures in place to manage safeguarding, including the safe recruitment of staff. Staff understand the procedures to follow to respond to concerns about staff practice.

What does the setting need to do to improve?

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

- develop the routine to ensure that babies access the outdoor provision daily.

Setting details

Unique reference number	EY340290
Local authority	Lincolnshire
Inspection number	10289190
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	0 to 4
Total number of places	48
Number of children on roll	67
Name of registered person	Meynell Kindergarten Committee
Registered person unique reference number	RP517263
Telephone number	01427629776
Date of previous inspection	15 November 2017

Information about this early years setting

Meynell Kindergarten registered in 2006. The kindergarten employs 14 childcare practitioners. Of these, nine hold appropriate early years qualifications at level 3, one at level 2, one at level 4, two at level 5 and one at level 6. The kindergarten opens from Monday to Friday, closing for two weeks at Christmas and for bank holidays. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eleanor Hutton

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the kindergarten.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector talked to staff at appropriate times 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.

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