

Inspection of Meadows Early Years Practitioners

The Scout HQ, Taylors Meadow Hill, End Road, Harefield, Middlesex UB9 6LD

Inspection date: 14 September 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 manager and staff provide a welcoming and inclusive environment, where all children are valued and respected. Staff find out about children's experiences at home and ensure that these are included in the curriculum. For example, activities reflect the music, food and cultural events that children share with their families. This adds to children's sense of belonging and boosts their self-esteem. The books, resources and activities represent a variety of backgrounds and cultures outside of children's own experiences. Therefore, they also develop their interest and understanding of different people and communities. This helps to prepare them for life in modern Britain.

Children form close and affectionate bonds with staff. Therefore, they feel safe and secure at the setting. They enter with confidence, greet their friends and quickly settle down to play. Children respond positively to staff's high expectations for their behaviour and learning. They are friendly, polite and enjoy being helpful. Children quickly become familiar with the routines and follow these independently, which promotes a calm and harmonious learning environment. Children love spending time in the large garden, where the games and activities promote their physical development extremely well. They learn how to keep themselves healthy, such as through exercise and healthy eating.

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

- The manager, who also owns the setting, is passionate about providing all children with a positive start to their education. She works effectively with staff to ensure that practice continuously evolves in response to the children's needs. For example, staff recognise that some children need extra help to develop their language skills. Therefore, they have introduced a range of strategies, such as 'talking time' sessions to help children practise speaking and listening.
- Staff know the children extremely well. They use information from parents and their ongoing assessments to support children's next steps in learning. Staff are quick to recognise where children may need additional help to make the best progress. They work effectively with parents and outside agencies to identify children's needs and provide effective support. Therefore, all children, including children with special educational needs and/or disabilities and those who receive funding, make good progress.
- Children thoroughly enjoy their play and show positive attitudes to learning. For example, children practise social skills and develop their imaginations during role play. They display a sense of humour as they pretend to add hot sauce to the toy food and giggle with delight as staff play along with them. Children spontaneously use their mathematical skills to decide how long the food will take to cook and how many toppings to add to their 'burgers'.

- Staff demonstrate a good range of teaching skills as they interact with the children. For instance, they give clear explanations, demonstrate how to use resources and praise children for their efforts. Staff share songs and stories with children each day. They introduce new words and repeat these back clearly for children to practise saying. This helps children to become confident and effective communicators.
- Children experience lots of exciting opportunities to learn about their community and the people who help us. For example, they enjoyed rides in a taxi cab to celebrate the king's coronation. Children also enjoy outings within their local area, such as visits to an allotment to harvest fruit and vegetables. This broadens their understanding of the world.
- Staff encourage children to make independent choices about their play and support them to feel confident about what they can do. They teach children some important self-care skills, such as how to use the toilet and wash their hands independently. However, they could build further on this area of the curriculum so that children learn a broader range of personal skills.
- The manager and staff work extremely hard to engage with parents and involve them in their children's learning. For example, they provide storybooks and learning packs for children and parents to share at home. Parents comment on the inclusive environment and say that staff go out of their way to make them feel welcome in the setting. They say that their children develop self-confidence and good social skills because of their experiences at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given a high priority at the setting. The manager and staff have regular training on all aspects of safeguarding. They have a secure knowledge of the signs of child abuse and know what to do if they are worried about a child's welfare or the conduct of a colleague. Staff check the learning environment, indoors and outdoors, to provide a safe place for children to learn and play. The manager follows robust vetting procedures to help ensure that all staff are suitable 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:

- support staff to provide a wider range of opportunities for children to develop their personal care skills.

Setting details

Unique reference number	EY410574
Local authority	Hillingdon
Inspection number	10305639
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	2 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	Swatton, Elizabeth
Registered person unique reference number	RP514885
Telephone number	01895820163
Date of previous inspection	28 February 2018

Information about this early years setting

Meadows Early Years Practitioners registered in 2010. The setting is open Monday to Friday from 8.45am to 2.45pm, during school term times only. The provider employs four members of staff. Of these, three hold relevant early years qualifications. The manager holds early years professional status and other staff have level 5 or level 3 qualifications. The setting offers funded early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 spoke to staff, parents and children at appropriate times during the inspection and took account of their views and experiences of the setting.
- The manager showed the inspector around the childcare premises and explained the curriculum and how they organise the provision.
- The inspector observed a range of learning experiences for children to help assess the quality of education. This included a joint observation with the manager.
- The manager met with the inspector to discuss leadership issues such as staff recruitment, supervision and training. She ensured that relevant documents were available for the inspector to view.

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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