

Meadowside Daisies

Meadowside Community Primary and Nursery School, Clough Avenue, WARRINGTON, WA2 9PH

Inspection date	03/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good. The learning experiences match children's interests and needs, therefore, children make good progress relative to their starting points.
- The nursery provides an inspiring, welcoming and exceptionally well resourced environment that promotes learning and challenge, for all children.
- The manager has a very good understanding of the Statutory framework for the Early Years Foundation Stage requirements, which means that children's learning needs are met and they are safeguarded well.
- Strong partnerships with parents, schools and other agencies mean that there is consistency and continuity in learning for children.

It is not yet outstanding because

- There is scope to extend messages about healthy lifestyles, for example, during snack time and physical activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to the management team, nursery practitioners and children throughout the inspection.
- The inspector observed activities indoors and outdoors and did a joint observation with the manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.
- The inspector took into account parents' views spoken to on the day of the inspection and from written comments in children's learning records.

Inspector

Lynnette Kobus

Full report

Information about the setting

Meadowside Daisies registered in 2013 on the Early Years Register. The nursery is registered to the Governing Body of Meadowside Community Primary and Nursery School and provides funded early education for two-year-old children. It operates from Meadowside Community Primary and Nursery School in Longford, Warrington. The two-year-old children share space with children aged three- and four-years. They have direct access to an outdoor area. It is open Monday to Friday from 8.40am to 3.20pm, term time only. Children are able to attend for morning or afternoon sessions.

There are currently 14 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A member of staff with Qualified Teacher Status leads a team of three staff whose qualifications range from level 2 to level 3.

What the setting needs to do to improve further

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

- maximise opportunities to promote healthy lifestyles, for example, during snack time, so that children continue to make healthy choices.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is good. Practitioners have a sound knowledge of the learning and development requirements and understand how children learn. As a result, children are well motivated and make good progress in all areas of learning. There is a sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Practitioners value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Children engage in varied physical experiences as they dance, climb and negotiate pathways and 'obstacle courses' outdoors. Children show good control and coordination in large and small movements. They move confidently and handle equipment, tools and resources effectively, for example, with pencils, paintbrushes, construction kits and gardening outdoors. As a result, they develop their physical skills. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys, which demonstrate 'cause and effect.'

Practitioners provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development. Children develop their communication and language skills as they show interest in familiar sounds.

Practitioners encourage them to repeat familiar words and give opportunities for children to speak and listen in order to participate fully. This is because practitioners are knowledgeable and well-trained in how to meet children's learning and developmental needs. A range of resources, to support children who have special educational needs and/or disabilities or English as an additional language ensure that all children's language and communication needs are met. Children read and write as appropriate for their stage of development and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. The practitioners encourage children to be imaginative and make connections in their thinking. For example, as children eat their healthy foods and drink, they are keen to water plants in the garden. The children enjoy telling their own stories with practitioners intervening to extend language and thinking skills. Practitioners ask 'I wonder' questions, which means that children are consistently motivated and enthusiastic to learn. For example, some children enjoy making trains out of crates in the outdoor area, taking it in turns to be the train driver. A very enthusiastic practitioner joins in the play and helps them to find a 'train driver's hat.' Another practitioner is helping children to climb up a climbing frame, role modelling and carefully explaining how to use the foot grips and balance. Therefore, children are kept very well engaged and motivated, by practitioners who consistently display a passion for promoting children's learning and development and provide additional resources to further enhance their imaginative play.

Teaching is effective and assessment procedures are rigorous. Practitioners enthusiastically plan learning, using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. Every child has an individual profile and very good partnerships with parents contribute to meeting all children's needs. Parents chat on a daily basis and during parent's evenings. They contribute to learning journeys and the progress check at age two, therefore, actively contributing to children's learning and progression. Furthermore, very good links with the early year's manager in school, who fully contributes towards learning activities, mean that children are very well prepared for school and their next stage of learning.

The contribution of the early years provision to the well-being of children

Practitioners support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children getting ready for school, practitioners work extremely closely with the school and have devised very effective transition strategies in partnership with parents. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle exceptionally well, because practitioners find out very meaningful information from

parents about their child, to ensure all children's needs are known and effectively met.

Practitioners effectively promote children's independence and sense of responsibility through an excellent balance of child-initiated and adult-led experiences. For example, at snack times, children help to serve their own food and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently, using appropriate cutlery. However, there is scope to extend messages about healthy lifestyles, for example, during snack time and physical activities. Children are able to manage their own self-care appropriate to their age, because practitioners provide highly effective guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and children take it in turns to be snack monitors, which help them, prepare for school.

Practitioner's role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is extremely well embedded and practitioners share their excellent knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. Practitioner's role-model very effectively how to be resilient and keep on trying. For example, completing an obstacle course in the garden, negotiating a range of levels and surfaces, therefore, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal, social and emotional development for all children.

The effectiveness of the leadership and management of the early years provision

Safeguarding procedures are very good. All practitioners prioritise children's safety and are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor practitioners' performance and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. All practitioners have undertaken safeguarding training externally and all practitioners follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Comprehensive risk assessments for all areas of the building, the outdoor area and resources, ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so.

Very good support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any support required, which results in children's needs being met effectively and relevant support

services involved. Leadership is very good and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of practitioners, children and parents. The practitioner's team share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable practitioners to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, practitioners' self-appraisals and discussions during meetings with the managers and the early year's teacher. The system of evaluation of practitioners' performance through peer observation is robust and fully encourages practitioners' continued professional development in order to learn through honest and critical reflection. A wealth of training for all practitioners, has contributed towards the successful implementation of the Early Years Foundation Stage.

Very effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. The nursery works closely with the school early years manager and team, who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents are provided with a variety of opportunities to support and share information about their children's learning and development and they are invited to participate in a wealth of activities, shared with their children and practitioners, to support children's learning and development at home.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY467696
Local authority	Warrington
Inspection number	935174
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	14
Name of provider	Meadowside Community Primary and Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01925632705

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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