

# Meadgate Nursery

C/o Meadgate Primary School, Mascalls Way, Chelmsford, CM2 7NS



<b>Inspection date</b>	21 November 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff build good partnerships with parents and encourage their involvement in children's learning. They carry out early assessments of children's development with parents including the required progress check for children aged between two and three years.
- Children make good progress in their learning and development. Staff understand how children learn and provide interesting and challenging activities and experiences that motivate them to learn and stimulate their curiosity.
- Children behave well. Staff set clear and consistent boundaries for children's behaviour and this helps them to feel safe and secure. Parents say that their children enjoy their time in the nursery and are eager to attend.
- Staff observe children closely and accurately identify any delays in their learning. They work with individual children's parents to secure effective interventions to ensure that gaps in their learning close quickly.
- Leaders and staff evaluate the effectiveness of activities and teaching. They seek the views of parents and set targets for continuous improvement.

### It is not yet outstanding because:

- Staff training is not extensive or focused enough to continually sharpen and develop their knowledge and skills to the highest level.
- Resources, activities and experiences that promote understanding of the world are not robust enough to help children gain a sound appreciation of people, families and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- develop a stronger and more focused programme for staff's professional development to extend and sharpen their skills and knowledge further
- improve, increase and strengthen activities, experiences and resources that promote a deeper understanding of the world to help children gain a sound appreciation of people, families and communities that are different from their own.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, risk assessments, children's records, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff receive regular training in safeguarding and child protection. This provides them with the knowledge and understanding they need to effectively protect the children in their care. Policies are regularly reviewed and procedures implemented. Staff have a secure understanding of their responsibilities and they know how to record and report concerns. Procedures for staff recruitment follow safe practice, references are sought and the suitability of all adults in contact with children is checked. Leaders and staff successfully monitor the progress of specific groups of children to identify and reduce any gaps in teaching and resources. Children who have special educational needs and/or disabilities are especially well supported and receive individual attention and care.

### Quality of teaching, learning and assessment is good

Staff support children's growing communication and language skills well and they are making good progress. This includes children who are learning to speak English as an additional language. Children receive lots of individual interaction to help extend their learning as they play. For example, staff use symbols, visual resources and sign language to stimulate conversation. Children practise their listening and speaking skills as they play, for example, with dinosaurs. Staff provide new words to extend children's emerging vocabulary, such as 'Tyrannosaurus' and they clap to sound out each syllable. Staff regularly observe and assess individual children's development. They accurately identify the next steps in children's learning and patiently support and praise their achievements.

### Personal development, behaviour and welfare are good

Staff are kind and caring. Children show their enjoyment and delight in their activities with smiles and squeals of pleasure. They relish the sensory activities provided, such as mixing cornflour and water. Staff teach them how to pour the cornflour and water and how to mix them together. Children immerse their hands in the mixture letting it trickle through their fingers. Staff ask children whether their mixture is hard or soft, thick or thin, thus teaching them mathematical language. Children are independent. They tidy their toys and clear the table after lunch. Staff develop children's sense of achievement and raise their self-esteem, such as when rewarding them with stickers. Staff teach children about foods that are good for their health and they grow vegetables to cook and eat. Children enjoy physical activities outdoors and play exciting chasing games with staff.

### Outcomes for children are good

Children learn good skills in readiness for school. They hang up their coats and recognise their names on coat pegs. They make friends and sit together reading books. Children use their imaginations in dressing up and role play. They learn to recite the days of the week and the months of the year. Children learn about letter sounds and numbers and they count in sequence. They use a variety of tools to make marks and develop hand control in readiness for early writing.

## Setting details

<b>Unique reference number</b>	EY499618
<b>Local authority</b>	Essex
<b>Inspection number</b>	1117583
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Meadgate Pre-School And Nursery Ltd
<b>Registered person unique reference number</b>	RP535343
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07759558730

Meadgate Nursery registered in 2016 and is run by a limited company. There are six members of staff. Of these, two hold appropriate early years qualifications at level 3, one at level 2 and the manager holds qualified teacher status. The nursery opens from Monday to Friday, from 8.50am until 11.50am and midday until 3pm, during school term times. The nursery also operates a breakfast and after-school club from 7.30am until 8.50am and 3pm until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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