

Inspection of Meadow Nursery School

Murray Road, Wokingham, Berkshire RG41 2TA

Inspection date:

18 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

A lack of understanding about roles and responsibilities within the organisation has led to a breach of requirements in relation to notifying Ofsted about changes to the committee. However, this has not had an impact on the safety or welfare of children.

Mostly, the curriculum is balanced and provides children with opportunities to learn across all areas of learning. Staff support children to develop their physical skills. Older children develop the small muscles in their hands as they use tweezers to find pirate treasure in trays of sand. They learn the early concepts of mathematics as they count and record the different-coloured cars on a tally chart. As such, older children are prepared well for their next stage of learning. However, staff interactions with younger children are not as well planned for and, at times, less frequent. As a result, younger children do not consistently make the best possible progress in their learning.

Overall, children behave well and develop an understanding of sharing. For instance, they have great fun as they take turns playing board games.

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

- The provider has recently been through changes with the committee and has not notified Ofsted, as required. However, the provider is taking steps to ensure that their knowledge is sufficient to meet the statutory regulations.
- Managers plan the curriculum based on children's interests and topics. Staff are enthusiastic and join in with the children as they play and learn new skills. For example, staff create a small tennis court with white masking tape. They teach older children how to play tennis with their child-sized rackets. This helps develop their hand-eye coordination. Furthermore, staff introduce new vocabulary, such as 'back hand', and role model to children how to hit the tennis ball. This helps children to develop their communication and language as they take part in different games. However, at times, staff do not recognise when to support younger children during their play. This means that children tend to move between activities without fully exploring the learning opportunities that staff intend.
- Staff make sure that children, including those with special educational needs and/or disabilities (SEND), are settled and happy. They take the time to get to know them and their families well. Staff plan targeted sessions to support children with SEND. They follow guidance from other professionals and use funding to ensure these children make good progress from their starting points. Furthermore, staff share written information or visit children's school to support them with their transition. This helps provide continuity to children's care and

learning.

- Staff plan group times for children's learning. For example, they support children to develop their focus and attention by using props for them to anticipate the story. However, some larger group times are not well organised. These are too long for the concentration levels of the children involved. Some children become distracted and do not benefit from the intended learning.
- Staff teach children to be kind. They use daily routines with children to instill how to be helpful towards one another. For instance, children pass their friends the cups and plates at snack time. This helps them feel appreciated and supports their self-esteem.
- Partnership with parents is good. Staff work well with parents and share ideas on how to support their children's learning at home. Parents say that they appreciate the online platform where they can view photos and regular updates about their child.
- Managers are passionate about supporting the staff and work hard to promote their well-being. They provide regular opportunities for supervision to identify training. Staff report they feel valued in their work.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective arrangements to ensure that every member of the committee understands their roles and legal responsibilities.	06/08/2025

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

- support staff to develop the knowledge and confidence needed to consistently provide younger children with good-quality interactions to extend their learning
- strengthen the organisation of group times to ensure children are able to remain engaged and focused in their learning.

Setting details

Unique reference number	EY224830
Local authority	Wokingham
Inspection number	10399857
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	2 to 4
Total number of places	30
Number of children on roll	50
Name of registered person	Meadow Nursery School Parents Association Committee
Registered person unique reference number	RP904003
Telephone number	0118 979 0284
Date of previous inspection	17 December 2019

Information about this early years setting

Meadow Nursery School opened in 1978 and is located in Wokingham, Berkshire. The nursery is open Monday to Friday from 8am to 3.45pm, term time only. It employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery provides government-funded childcare.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- A joint observation of an activity was completed with the manager.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- Discussions were held with parents, and their views were considered.
- The inspector looked at relevant documentation and saw evidence of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025