

# Inspection of The Meadow Pre-School

Kingsmeadow Academy, Wakefield Road, Fitzwilliam, Pontefract WF9 5BP

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Inspection date: 21 July 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff build close and trusting relationships with children and families. They prioritise getting to know them well from the outset, visiting them at home. In turn, children are truly happy at the welcoming setting and demonstrate that they feel safe. They are confident to explore their environment and make choices during their play and learning, such as creating observational paintings of flowers or making cupcakes with dough.

The management team has developed a clear and well-communicated curriculum that is shared effectively with staff. Children engage in a wide range of exciting activities and experiences that spark their interests and curiosity. For example, children learn about the world around them, including how and why they must look after the insects in the garden and beyond. Children spend time finding and caring for garden snails. These meaningful, hands-on experiences support children in learning about and exploring the natural world. Therefore, children make good progress from their starting points.

Children behave well and understand what is expected of them. Staff give clear messages about rules and the importance of taking turns, which helps children learn to cooperate with others. As a result, children build strong friendships and play together calmly and respectfully.

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

- Children's communication and language is supported well. Children enjoy songs and stories. Staff complete language assessments to identify quickly any delays in children's communication and language. They use this information to help children to catch up and close gaps in their learning. As a result, children are becoming confident communicators.
- Children develop a love of books from an early age. They enjoy group story sessions delivered by enthusiastic staff and listen to staff reading stories on media platforms at home. Children choose to explore books independently, relaxing on the cushions in the cosy reading area as they independently choose and look at their favourite books. Children benefit from the book-lending library, selecting books to take home and share with their families, which encourages a love of reading beyond the setting.
- Staff are positive role models and treat children with kindness and respect. Staff use clear explanations to help children understand expectations and to follow routines. Children demonstrate good listening and attention skills and follow simple instructions. Children are familiar with the routines of the day. For instance, staff inform them that it is lunchtime and children enthusiastically pack away the toys. Children put their paintings on a drying rack and empty dirty

water from paint pots. This routine helps children develop a sense responsibility and understand the importance of looking after their environment.

- The managers evaluate the quality of the provision and teaching successfully. Through identifying that children's mathematical development was an area for improvement, the managers and staff have all improved this area. For example, mathematical language is weaved through all activities. Children use words such as 'gigantic' and 'enormous' as they harvest a courgette from the vegetable garden.
- Parents speak very highly of the setting and say their children are happy and enjoy attending. They particularly appreciate the caring staff. Parents comment on the good progress children make and feel fully involved in their early education. Staff give them regular feedback about children's achievements and provide useful activities to extend children's learning at home
- A well-structured cycle of supervision helps all staff to keep improving from their individual starting points. Managers take effective steps to promote the welfare and well-being of staff. Staff say that they feel valued and this promotes a friendly, motivated atmosphere in the setting.
- Staff provide children with many opportunities to explore and ignite their curiosity. For example, children demonstrate high levels of engagement and motivation as they engage in role play, happily making pretend ice creams and making a ramp for vehicles to roll down. However, at times, staff overdirect activities and children's play instead of encouraging children to explore, solve problems and try their own ideas. This limits opportunities for children to develop their own ideas and enhance their thinking skills during play.

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

- maximise opportunities for children to develop their own ideas and thinking skills and solve problems during play.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2744695                            |
| <b>Local authority</b>                             | Wakefield                          |
| <b>Inspection number</b>                           | 10405899                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 40                                 |
| <b>Number of children on roll</b>                  | 39                                 |
| <b>Name of registered person</b>                   | Waterton Pre Schools               |
| <b>Registered person unique reference number</b>   | 2563981                            |
| <b>Telephone number</b>                            | 01924370770                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

The Meadow Pre-School registered in 2023 and is located in Pontefract, West Yorkshire. The setting employs five members of childcare staff. Of these, one holds early years qualified teacher status and one holds a relevant qualification at level 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The setting provides funded early education for children aged from two to four years.

## Information about this inspection

**Inspector**  
Julie Dent

## Inspection activities

- The managers took the inspector on a learning walk around the setting to share what the staff provide and how this assists children in their learning and development.
- The quality of education during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with managers, staff and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the managers.
- The inspector held a meeting with managers. She looked at relevant documentation and evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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