

Inspection of The Meadows Community Pre-school

Catcliffe Primary School, Rotherham Road, Rotherham S60 5SW

Inspection date: 12 July 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

Children flourish in this peaceful and stimulating environment, and they feel valued and safe. Children have free-flow access to the outdoor environment and enjoy endless opportunities to explore, experiment and explain their ideas. Staff are calm and attentive. They spend time among children, listening and responding with ease. This helps children to feel confident and happy. Staff nurture connections with children, sharing jokes and memories. Children learn about each other and remember pets and their past experiences. They talk about transition to school and a trip to the wildlife park. Staff have created floor books with photos so that children can recall and discuss their memories. Interactions between staff and children are authentic and natural.

Children make tea in the mud kitchen, pick grapes to make potions and gleefully inspect the vegetables they are growing. Children remember what they have learned and make connections to new knowledge, and staff listen and ask questions. Children identify plants by the shape of their leaves and enthusiastically explain their understanding to staff, who share their experiences. Children work together to build a large construction set. They ask staff to take a picture and gather together instructing staff to take a picture of them all together. Children make suggestions for how the photo should be posed and take turns to use the camera. Staff have a genuine interest in the children and their families. Children respond well and become enthusiastic learners. Staff skilfully enhance children's learning in all areas.

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

- The setting is well organised, bright, spacious and clean. Children benefit from a clear routine. They start the day together, singing a hello song and using sign language. Children are highly motivated. They know what is happening and what is expected of them. Staff organise the setting well. For instance, children have a peg for their coat and bag, and there is easy access to the toilets. This helps them to feel safe and develop their independence.
- Children are kind to each other and say 'please' and 'thank you'. Staff encourage children to put things away and to help to tidy up before lunch.
- The curriculum is clear. Staff monitor each child's progress from their starting points in development. They plan comprehensively for each child's next steps in learning. Managers and staff have regular meetings to evaluate what is working well and areas for development.
- Due to staffing shortages, managers are often included in ratios. Despite this challenge, staff work well together as a team and say that their roles, responsibilities and duties are manageable. However, staff take breaks with children during the day, and the manager has less time to focus on managerial

procedures. This also impacts on the support that staff are able to give children with emerging special educational needs and/or disabilities (SEND).

- Staff are good role models for inclusion and diversity. They promote their diverse community in the resources and books they share and in their interactions with children.
- Children sit cosily among staff to share stories. Staff ask questions about their families and remember details so that children know they are valued. All children have a key person, and all staff know the children well. Staff speak knowledgeably and with affection about the children in their care.
- Staff share information with parents in daily conversations and through an app. They share information packs on different topics, such as communication and language and oral hygiene.
- Parents say that they love the setting and that their children are making good progress, especially in developing their confidence, communication and language. Parents say they wish their children could come more often and that their children are 'soaring along' since they came to pre-school.
- Staff have regular supervision meetings, where their specialisations and development are discussed. However, staff shortages mean that staff have reduced time to develop their knowledge and expertise in order to support children even further.
- The setting has good relationships with schools and other professionals. Children make transition visits to school, and teachers from other settings visit children in the setting.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the types of abuse and can recognise the possible signs and symptoms of abuse. Staff have received safeguarding training and know how to get more help and how to make a referral about a child or adult. Information to signpost staff is clearly displayed. Staff are vigilant about security. Attendance registers are accurate, and staff record all accidents and existing injuries and share these with parents. The manager follows safer recruitment guidelines.

What does the setting need to do to improve?

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

- deploy staff more effectively to maintain staff's well-being and to offer more support for children with emerging SEND
- continue to extend opportunities for staff to further develop their expertise in supporting children's individual needs.

Setting details

Unique reference number	EY490654
Local authority	Rotherham
Inspection number	10295248
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	The Meadows Community Pre-school
Registered person unique reference number	RP534687
Telephone number	01709 820098
Date of previous inspection	8 December 2017

Information about this early years setting

The Meadows Community Pre-school registered in 2015 and is situated in Catcliffe, Rotherham. The setting employs four members of childcare staff, who all hold appropriate early years qualifications at level 3. It opens from Monday to Friday, during term time. Sessions are from 8.15am until 3.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the setting and explained how the early years provision is organised and how the curriculum is implemented.
- The inspector held a number of discussions with the manager and staff.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and staff.
- The inspector took account of the views of parents through discussions.

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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