

Meldreth Pre-School

The Village Hall, Meldreth, Royston, Hertfordshire, SG8 6LB



Inspection date

11 July 2016

Previous inspection date

10 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the new manager has taken positive steps to address the actions raised. She has focused on developing the staff team, who now work consistently together to provide a stable environment for children. This has had a positive impact on children's behaviour.
- Clear procedures are in place to ensure children learn to treat each other with respect and learn right from wrong.
- Children's hours of attendance are accurately recorded so staff can safely account for them at all times. Self-evaluation has primarily focused on identifying previous weaknesses to inform action plans. The manager is extending this to seek the views of parents and children, to support the continuous development of the pre-school.
- Children enjoy a wide variety of imaginative activities and learning opportunities each day. The manager has high expectations for children's learning and communicates these very well to staff.

It is not yet outstanding because:

- At times, staff do not provide enough opportunities for parents to share information and add comments about the learning and achievements their children make at home.
- Children are not always presented with opportunities to discuss in detail events in their lives, such as moving to school, so that they can express and explore their feelings about changes in their lives.

What the setting needs to do to improve further

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

- enhance opportunities for parents to share, on a regular basis, information about the progress their children make at home, so that their key person can build more securely on all that they know and can do
- enrich the learning environment to provide increased opportunities for children to talk and express their feelings, such as moving on to school.

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector discussed and observed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and committee. Relevant training certificates were reviewed.
- The inspector discussed reflective practice procedures used by the manager and staff.
- The inspector took account of feedback from parents.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the procedures to follow if they have a concern about a child's welfare. Regular risk assessments of all child-accessible areas help to protect them from harm. The excellent key-person system helps to ensure that the well-qualified members of staff support each child and their family. Safe staff recruitment is followed. Effective systems for supervision and performance management ensure staff continue to support and interact well with children. Staff are committed to extending their professional development to increase their understanding of up-to-date teaching methods. Staff establish purposeful relationships. Children see positive interaction between their parents and staff. This helps them to feel settled and secure.

Quality of teaching, learning and assessment is good

The manager and staff have improved processes in relation to assessment for learning. Children's progress is monitored to ensure that every child makes good progress to acquire the skills they need to move confidently on to school. Parents contribute to initial assessments of children's starting points and are kept informed about their ongoing progress. However, staff are not always consistent in seeking information relating to children's ongoing learning at home. Funding for particular children is used well to provide resources that support learning. For example, staff familiarise themselves with these resources to benefit the development of all children. Staff provide challenging experiences that help children to achieve the next steps in their learning. Children are competent and self-assured in selecting resources and devising their own games. Children develop mathematical thinking as they explore capacity while preparing meals in their mud kitchen. They use their imagination to solve problems as they build campfires and create models from recycled materials.

Personal development, behaviour and welfare are good

Children are encouraged to have good manners and staff are good role models. Children develop their understanding about similarities and differences as they learn about communities in the wider world. Children increase their understanding about keeping healthy as they talk about the wide variety of snacks they prepare and take part in everyday routines such as dealing with their personal hygiene. They learn how to use knives safely while cutting up fruit and competently pour drinks. Outside, children move their bodies in different ways, developing strength and coordination as they access larger equipment, such as climbing frames and wheeled toys.

Outcomes for children are good

Children are making good progress and they are learning the key skills they need in preparation for moving on to school. They are competent learners as they explore and make their own choices about what to play with or how to extend their make-believe play. Children communicate confidently and increase their vocabulary while sharing books, chatting as they share news or collaborating in imaginary play.

Setting details

Unique reference number	221803
Local authority	Cambridgeshire
Inspection number	1034988
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Meldreth Preschool Committee
Registered person unique reference number	RP910870
Date of previous inspection	10 December 2015
Telephone number	07518 173 653

Meldreth Pre-School was registered in 1992. It operates from the village hall. The pre-school employs four members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- three- and four-year-old children.

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