

Meadowfield Children's Centre



Meadowfield Primary School, Halton Moor Avenue, LEEDS, LS9 0JY

Inspection date 12 February 2018
Previous inspection date 28 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 support children's acquisition of language very well. They facilitate conversations and listen to children's views with interest. Children express their ideas and take turns to talk and listen to their friends, they demonstrate good communication skills.
- Children arrive eagerly and are ready to learn. They explore the environment with confidence and are very settled in the care of staff. Children thoroughly enjoy their time in the setting.
- The management team is committed to continually improving the service they offer. It sets challenging and realistic targets for development and listens to the views of parents.
- All children are making good progress from their starting points. Staff know children well and ensure any gaps in their learning are promptly closed.
- Children's play is valued. Staff deploy themselves effectively to engage with children and encourage them to learn.
- Children are confident and have high levels of self-esteem. They have their own ideas and are confident to share them.

It is not yet outstanding because:

- The management team has not fully embedded ways to raise the quality of teaching to an outstanding level.
- Staff do not always fully support parents to understand their children's achievements in the setting to complement their learning further at home.

What the setting needs to do to improve further

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

- strengthen professional development opportunities to help raise the quality of teaching to the highest level
- build even further on partnerships with parents so that they are fully aware of their children's achievements in the setting and how to complement their learning at home.

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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's development records, development plans, planning of activities and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises is safe and secure and all visitors to the setting are checked and required to sign in. Staff have regular safeguarding training and know who the lead safeguarding officer is should they need to refer any concerns about children's well-being and safety. Furthermore, they know which professionals to contact outside the setting if required. Recruitment procedures are stringent and all staff take safeguarding children seriously. The management team provides a range of training courses for staff and meet with them regularly to discuss their training needs. Staff feel supported and valued by the management team. Relationships with other settings are well established. Staff work closely with the adjoining school and share information about children regularly, to complement their care and learning between settings.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn and develop. Staff monitor children's development closely and ensure opportunities are planned to support them to make the next steps in learning. They observe children's play regularly and assess their development accurately. The management team ensures any support required from outside professionals is quickly sought. Staff help children to learn a range of skills and develop their knowledge continuously. For example, children learn about Chinese New Year and staff extend their learning by encouraging children to try to write in a Chinese style. Some children delight in sensory play. They use their fingers to manipulate paint and make marks on card. They are developing early writing skills.

Personal development, behaviour and welfare are good

The staff team is long standing and all staff know children and their families very well. Children are consistently cared for by the same staff who understand their individual needs. Children behave well and are well mannered. They understand the rules and boundaries of the setting. Staff are good role models and use consistent strategies to promote positive behaviour. Children thoroughly enjoy playing outside. They negotiate space well and learn to balance on equipment. They develop positive attitudes to following a healthy lifestyle. In addition, staff have completed training on portion sizes for children and their nutritional needs. Children are provided with a varied and balanced diet.

Outcomes for children are good

Children are ready for their next stage in learning and eventually their move on to school. They confidently communicate with their friends and staff. They are motivated to learn and make independent choices in what they would like to do. Children are developing early literacy skills as they draw and create pictures. They have good imaginations as they pretend play and invite others to join their experiences. Children share resources, cooperatively play together and help each other. They independently wash their hands and follow good hygiene routines.

Setting details

Unique reference number	EY451212
Local authority	Leeds
Inspection number	1066167
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	20
Number of children on roll	42
Name of registered person	Meadowfield Primary School Governing Body
Registered person unique reference number	RP907351
Date of previous inspection	28 May 2013
Telephone number	0113 3230031

Meadowfields Children's Centre registered in 2012 and is situated in Halton, Leeds. The setting employs nine members of childcare staff. They all hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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