

# Inspection of Meadow Nursery

The Bungalow, Old Meadows Lane, BLACKPOOL FY3 9HH

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Inspection date: 14 March 2023

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<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**

Children arrive excitedly and are eager to begin their day at this nursery. They confidently explore the activities that are on offer. Babies laugh with excitement as staff demonstrate how to blow bubbles. Babies then successfully blow their own bubbles for their friends to pop. Toddlers wave scarves around as they jump and dance at singing time. They explore instruments and learn new words such as 'saxophone'. Older children engage for long periods at activities. They follow the rules of a matching game, taking turns and sharing resources.

Children show pride when they learn how to do things for themselves. Babies begin to feed themselves with a spoon. Older babies help to put away toys. Older children confidently serve their own food and pour their own drinks. They proudly announce, 'I cut it', when they manage to cut up their own food. Children are proud of their achievements and make good progress in their learning.

Children enjoy spending time with staff and each other. Babies smile and giggle as staff tickle their nose with puppets. Children are consulted and older children are involved in the planning of their 'graduation' party. Staff gather their views on the food and entertainment for the event. Children show kindness as they pass drinks to each other at mealtimes. When children drop toys, other children quickly offer to help by saying, 'I will pick that up for you.' Staff encourage children to talk about their emotions and feelings. Children say that 'cuddles make them happy'. Children have developed positive and respectful relationships with each other and staff.

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

- Leaders focus on helping to close gaps in children's learning caused by the COVID-19 pandemic. This includes promoting children's communication and language skills. Staff use a range of assessments to help identify any concerns. The special educational needs coordinator makes referrals to other professionals so that children receive the help they need. All children make good progress from their starting points.
- Children have opportunities to be physically active both indoors and outdoors. Babies are provided with tummy time to support their physical skills. Older babies are provided with opportunities to crawl and walk. Outdoors, children play energetically as they run, jump and splash in puddles. Children's core strength is developing well.
- Parents value the regular updates they receive regarding their children's development and care needs. Staff communicate successfully with parents through daily discussions as well as through an online app. Parents state that their children 'love it here'. Parents have noticed progress in their children's communication and language and social skills since they have started attending.

- Children are exposed to many opportunities to develop their mathematical understanding. As children make a snowman out of dough, staff use language such as 'smaller' and 'bigger'. As babies build with blocks, staff model counting up to five, and children giggle as the tower topples over. Older children hold five fingers up as they talk about parking their toy car in bay number five. Children are gaining a good understanding of early mathematics.
- Children regularly access books. As children read 'Dear Zoo', they shout out 'frog' and find the toy frog as they see that page. Older children talk about authors. They discuss other texts that the author has written. Children benefit from the nursery's lending library, which enables them to share books at home. They also visit the library in the community to explore a wider selection of books. This helps to develop children's love of books further.
- Children have access to a wide range of enjoyable and exciting activities. However, when children move between activities, routines are not as smooth as they could be. At times, staff do not deploy themselves effectively to ensure children are engaged in good-quality interactions and learning at these times.
- Staff state that they feel supported in their roles. They have access to many training and professional development opportunities. Leaders are passionate about their role in supporting staff. However, leaders' monitoring and self-evaluation sometimes lack rigour. Leaders do not monitor staff performance closely enough to be able to identify the targeted support that will improve practice to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of all aspects of safeguarding. They are confident about recognising the possible signs that a child may be at risk and how to report concerns about children's welfare. Staff work well with outside agencies to ensure that families receive the support they need. They understand the procedures for accidents and injuries well. Staff ensure that children are supervised and risk assessments are carried out to ensure that the indoor and outdoor environments are suitable. All staff hold a paediatric first-aid qualification. This means there is always someone available to deal with accidents.

## What does the setting need to do to improve?

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

- consider the organisation and deployment of staff for activities and daily routines to further promote children's learning throughout the day
- strengthen the structure for monitoring and evaluation to help raise the quality of staff practice to the highest level.

## Setting details

<b>Unique reference number</b>	2634434
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10282142
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	MiChild Blackpool Limited
<b>Registered person unique reference number</b>	2634435
<b>Telephone number</b>	01253 762731
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Meadow Nursery registered in 2021 and is situated in Blackpool. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including three at level 6. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during lunchtime.
- Parents shared their views on the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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