

Inspection of Meadows Day Nursery

White Lands Lane, Little Shurdington, Cheltenham, Gloucestershire GL51 4TX

Inspection date:

26 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are greeted at the nursery door by the kind and caring staff team. They provide gentle support and reassurance to help children separate from their parents or carers. Children move into their rooms and are supported to explore and engage in their play. Staff plan a broad curriculum, enriched by children's interests and next steps in learning. This helps children to develop their knowledge and make good progress in their learning and development.

Children benefit from daily outdoor play, which promotes their health and well-being. Toddlers enthusiastically join in with a colour treasure hunt prepared by staff in the garden. They persevere as they look for the objects. Staff extend this activity, encouraging problem-solving skills as children find objects and match them to coloured cards. They effectively support children's communication and language skills. Staff ask children to name the colours and count how many objects they have found. Pre-school children build on past learning, when exploring different habitats through sensory play. They are eager to investigate sand, 'snow' and water trays and make links to the animals that live in these environments. Staff encourage care for the natural world. For example, they help children to gently handle a ladybird. Babies explore age-appropriate resources, such as rattles. Staff sit alongside them to support their play. They introduce simple words, such as 'shake', and follow their lead. Babies develop their physical skills and confidence. Staff encourage them to climb and use the slide safely.

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

- Leaders reflect on practice and welcome constructive feedback. They acknowledge areas for improvement, such as lapses in the organisation of mealtimes that leave children waiting longer than is necessary. Leaders have some procedures in place to monitor the quality of teaching. They support staff to access professional development opportunities to further their knowledge and skills. However, current systems to evaluate practice are not always fully effective. Leaders do not consistently monitor the overall quality of provision or address minor weaknesses quickly enough. This hinders their ability to close gaps in staff's knowledge and skills to sustain the highest standards of practice.
- The nursery has a key-person system and, overall, staff build positive attachments, getting to know children well. They gather information from parents about children's interests, routines and development at home and use this to plan learning experiences from the outset. However, staff do not always allocate key persons in a timely way, when children first begin to attend or move between rooms. This delays consistency in relationships and the settling-in process. In addition, staff do not always use daily routines as effectively as possible to strengthen relationships and fully support children as they adjust to

the setting or their new room.

- Staff promote children's awareness of healthy practices throughout the day. They help children to wash their hands before mealtimes and guide them to manage their self-care, such as wiping their nose. Staff provide calm, nurturing support when babies sleep and gently rock them to rest. They provide older children with sleep mats and comforters. Staff monitor the rooms and carry out regular physical checks to ensure all children are safe and well.
- Staff enhance children's independence skills during mealtimes. Older children collect their plates and cutlery and serve themselves, developing good coordination. Staff support children to manage their area, reminding them to move their cups to the centre of the table to make pouring drinks easier. They provide encouragement and guidance while children eat, sitting alongside them to ensure they are safely supervised.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. They work closely with parents and professionals, such as educational psychologists and speech and language therapists, to ensure consistency in the strategies used. Staff hold regular meetings with parents and professionals. Together, they review the effectiveness of strategies and make adjustments where necessary, to ensure children are supported to make the progress they are capable of.
- Children behave well. Staff consistently guide and reinforce children's positive behaviour. They remind children a few minutes before activities, such as going inside or tidying up, so children can manage their expectations and navigate transitions confidently. During indoor-to-outdoor transitions, staff count children at the doorway and give clear instructions, ensuring safety and promoting independence. They actively praise children's positive behaviour. For example, applauding children after story time for sitting attentively and listening.

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:

- strengthen monitoring procedures to help leaders swiftly identify and address minor weaknesses in practice and provide targeted support to staff to secure consistently high-quality outcomes for all children
- strengthen the key-person system and use daily routines more effectively so that children build secure relationships from the moment they start or move between rooms.

Setting details

Unique reference number	101601
Local authority	Gloucestershire
Inspection number	10408218
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	0 to 4
Total number of places	70
Number of children on roll	91
Name of registered person	Playworld Learning Centres Limited
Registered person unique reference number	RP910286
Telephone number	01242 862040
Date of previous inspection	28 January 2020

Information about this early years setting

Meadows Day Nursery registered in 1996 and is located in the Shurdington area of Cheltenham. It is open Monday to Friday, from 8am to 5.50pm, except for public holidays. The nursery provides funded early years education for children. A team of 27 staff work in the nursery. Of these, two hold qualified teacher status, two hold early years qualifications at level 6, two at level 5 and fifteen at level 3. There are a further four apprentices currently training towards their qualification, one unqualified member of staff and a nursery cook.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting 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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