



McMillan Early Childhood Centre

Inspection report for early years provision

Unique Reference Number	EY280910
Inspection date	17 October 2006
Inspector	Daphne Prescott
Setting Address	Judge Heath Lane, Hayes, Middlesex, UB3 2PD
Telephone number	0208 573 4427
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Registered person	London Borough of Hillingdon
Type of inspection	Childcare
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

McMillan Early Childhood Centre is run by the London Borough of Hillingdon. The extended day care, full day care and holiday play scheme is part of the service offered by the Early Childhood Centre. The day care provision opened in 2004 and operates from eight rooms in two purpose built buildings in Hayes in the London Borough of Hillingdon.

A maximum of 50 children may attend the extended day care, full day care and holiday play scheme at any one time. The full day care for children under three's operates in the community space building and is opened each weekday from 08:00 to 18:00 for 48 weeks of the year. In the main building children attend early year's education from 09:00 to 11:30 or 12:45 to 15:15. Children are offered extended day care which is opened each weekday from 08:00 to 09:00 and 11:30 to 18:00. The holiday play scheme operates in the main building and is open each weekday from 10:00 to 12:30 and 13:30 to 16:00 in the school holiday. All children share access to a secure enclosed outdoor play area.

There are currently 11 children aged one to under three years and 105 children aged from three years to under five years on roll. Children come from the local and wider community. The extended day care currently supports children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The full day care and extended day care employs 10 staff including the cook. Five of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment where the level of hygiene is good as staff take steps to prevent the spread of infection to protect children. For example, staff follow effective nappy changing routines by wiping the area after each nappy change and wearing separate aprons and gloves for each child. The suitably equipped bathroom allows children to maintain good hygiene practices. For example, children are developing good self-care skills, as they are encouraged by staff to make lots of bubbles with the soap when they wash their hands before meals. Effective policies and procedures are in place to manage accidents, first aid and administer medication. Staff hold current first aid qualifications to help manage emergency situations, thereby helping to ensure children are well looked after. Systems are in place to record any accidents. Parents are informed of any accidents but not all parents have been asked to sign entries in the accident book for the children's wellbeing.

Children benefit from nutritious, healthy and well-planned meals as fresh food is cooked on the premises each day. This includes a good range of hot meals, for example, vegetarian sausage casserole, fresh vegetables and spaghetti bolognaise. Staff discuss all dietary needs and food preferences with parents, which means each child's particular dietary needs and preferences are accommodated well. Younger children are beginning to have an understanding of healthy eating as they are offered a good selection of fresh fruit at snack time, with water or milk to drink. Meal and snack times are very well organised. Younger children and staff sit together for snack and lunch times, creating a relaxed and social atmosphere in which social skills and good manners are promoted. Older children are able to access water independently when they are thirsty as water fountains are available indoors and outdoors. Younger children are regularly offered drinks to ensure none remain thirsty.

Children have access to a well maintained garden, where they really enjoy a excellent range of energetic physical exercise and fresh air that helps to contribute to a healthy lifestyle. Children have plenty of exercise and are developing very good physical skills. Older children are confident in the use of the play equipment and are learning specific techniques, for example, good co-ordination as they confidently climb the large climbing apparatus with great control. Younger children really enjoy using the garden where they exercise, run and climb. They have great opportunities to develop control over their bodies; they are learning how to climb and slide down the small slide in the garden with great fun and excitement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the very welcoming surroundings as staff greet them and their parents warmly, which ensures they feel secure and content. The rooms are bright and stimulating to help create a positive learning environment as the toys and activities are set up, inviting and enticing children to play. Older children move confidently around the environment, both indoors and outdoors. Younger children benefit from the way in which staff make very good use of the space. The rooms are arranged to allow children to pursue their interests, in which they feel safe, and child-height furniture is used to encourage children's independence. Children have access to a wide range of good quality toys, which are appropriate for their age and stage of development. Babies are able to sleep and eat in comfort and safety as appropriate furniture and equipment is available. For example, babies snuggle up to staff on the rocking chair and are rocked off to sleep, which helps them to feel safe and secure.

Children are cared for in a child focused environment where risks are identified and reduced to safeguard the children. There are excellent and effective security precautions in place to ensure children are safe, including an intercom system at the door and key pads positioned at the entrance to the doors. Staff monitor all visitors to the centre. Staff conduct written risk assessments and safety policies and procedures are in place to further protect the wellbeing of the children. Children are safeguarded as staff check the toys and equipment on a regular basis to reduce any hazards. They are effectively supervised as correct ratios are maintained and staff are effectively deployed throughout the centre. Staff are very vigilant in closely supervising children both indoors and outdoors. For example, in the under three's room the manager and staff always ensure that there is always two staff in the room at all times.

Children are well protected. Staff have good knowledge and understanding of child protection procedures. They know how to implement local child protection procedures as they have a clear procedure to follow should they have concerns about the wellbeing of a child. The head teacher ensures that procedures are up to date and that staff understand their responsibilities and attend regular training.

Helping children achieve well and enjoy what they do

The provision is good.

Children have great fun and enjoy their time at the centre. They are very happy when they arrive and quickly settle into the routine as they make their own choices about their play. Staff have begun to implement the Birth to three matters framework. As a result younger children are very confident in the setting. They receive lots of attention and have a strong bond with the staff, which increases their sense of wellbeing. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff, thus developing a strong sense of trust. Younger children enjoy the warmth and gentle handling of staff and are encouraged by the enthusiasm staff show when they see the children enjoying their activities which develop their self-esteem.

Staff recognise the value of play in a child's development and introduce a good range of experiences. This enables all children to learn to play and work together in small groups as well

as independently. Young children are becoming competent learners, and have great fun playing with natural materials, such as coloured rice. They are beginning to explore their senses as staff encourage the children to feel and touch the texture of the rice between their fingers. Children are developing their imagination as they engage in role-play activities. They have a great time as they pretend to feed their babies and take them for a walk in their buggies. They giggle and smile as staff join in with their play. They are beginning to develop their communication skills as they attract the attention of staff who respond very enthusiastically to their sounds and gestures. Children are confident in following simple instructions, such as staff asking the children to get a tissue to wipe their nose or go to the bathroom to wash their hands for snacks. They self-select activities such as puzzles and drawing helping to increase their manipulative skills. There are regular opportunities to explore music and movement, which children really enjoy. They have a great time banging the large drum listening to the different sounds that the drum makes. Younger children laugh and have fun as they energetically join in action songs. They jump up and down with great excitement as they sing, 'Row, row your boat'. They enjoy looking at books, as they listen attentively and with enjoyment to the stories being read.

Older children enjoy an excellent range of activities to promote their development and learning. They have great fun taking part in activities both indoors and outdoors. They have great opportunities to develop their imagination. They have access to a well equipped home corner area where children delight in dressing up and wearing sparkly shoes. Good hand-eye coordination is well promoted as children learn to use pencils, glue sticks and paint brushes with good control. Children have great opportunities to develop their skills with technology which they use with confidence. For example, older children are very competent at moving the mouse as they play games on the computer.

They enjoy playing with the large wooden building blocks and are very creative in making up stories using the blocks. The excellent outside environment provides the children with opportunities to extend their own learning. For example, they can visit the sensory garden or play in the large sand pit. Children are learning about caring for plants and how things grow as they observe and care for vegetables that they have planted in the garden. Children attending the extended day care have the opportunity to relax have fun and enjoy snack time, free play and playing in the garden.

Children that attend during the school holiday have the opportunity to play with a variety of activities and resources. The manager describes how the children have a fun time and are provided with rich play experiences which include arts and crafts, role play and board games.

Helping children make a positive contribution

The provision is good.

The setting is very welcoming and children attend from a variety of ethnic backgrounds. Staff provide activities and resources that positively represent the children who attend as well as the wider community. This helps children to develop a positive image of themselves and others. Children are effectively valued as individuals. Staff know the children well and enjoy their company. Younger children display their happiness as their individual needs are effectively met within the setting. Staff follow babies' individual feed and rest times and, as a result, babies

are clearly settled. Children with learning difficulties are well supported, staff work closely with parents and other professionals. This ensures that children's individual needs are well met.

Behaviour is of a consistently high standard. Older children have a good understanding of the boundaries and behavioural expectations of the centre and share and take turns very well. They are learning to be polite to one another, as staff encourage the children to listen to each other. Staff have a great deal of respect for the children and this is evident in the children's behaviour and the calm relaxed atmosphere created by the staff. Younger children are beginning to understand how to play together as staff encourage the younger children to share. Staff help them by giving them gentle reminders of how to play nicely. Children receive excellent praise when they have done something well, children are very proud of themselves when staff tell them 'That's really good'. This helps to build and develop children's confidence and self-esteem, making them feel very good about themselves.

Children benefit from the close partnership developed between parents and staff and the value staff place on gaining parents' input. Staff obtain detailed information about each child's interests and individual needs from parents. Detailed information about the centre and the service it provides is available for parents. Parents can discuss their child's progress with the staff at any time. Parents spoken to on the day of the inspection spoke very highly about the centre. They are very happy with the care and the progress their children are making. Staff are very friendly and approachable and understand their child's individual needs well. A comments book has been introduced to enable parents to give feedback on the service and a parent's notice board provides information and general guidance about child care issues.

Organisation

The organisation is good.

The head teacher and manager are very committed to providing good quality care and education for children, and these aims are clearly understood by staff. The centre is very well organised and good communication means that routines and practice flow smoothly. Regular staff meetings effectively support effective team work. Older children share good relationships with staff that have been thoroughly vetted for their suitability to work with children. In the under three's room the manager works directly with the children and provides a very good role model to staff. The manager and staff work very well together as a team, consequently this is reflected in the good practice which results in the younger children being very happy and content. High importance is placed on training and the head teacher gives good support to staff to attend training. This helps to promote positive outcomes for children.

The staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the head teacher maintains the child to staff ratios which help to ensure that all children are secure and happily engaged in their activities. Toys and resources are easily accessible to help children choose for themselves. As a result, children are very independent.

Most of the required documentation which contributes to children's health, safety and wellbeing is in place. There is a system to record children's and staff's attendance. However, this is not always maintained. Therefore, there is no accurate record of children's and staff's daily

attendance, which compromises children's safety. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the children's and staff's daily attendance is maintained, recording their arrival and departure times
- ensure that parents sign entries in the accident book.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk