



# Margaret McMillan Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	301968
<b>Inspection date</b>	28 February 2007
<b>Inspector</b>	Helene Anne Terry
<b>Setting Address</b>	Farnham Road, Bradford, West Yorkshire, BD7 3JE
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<b>Registered person</b>	Margaret McMillan Children's Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Crèche

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Margaret McMillan Children's Centre has been registered on the current site since 1999. It is run by a voluntary committee with parent representatives. The playgroup and crèche operate from two playrooms in a purpose built building in the Great Horton area of Bradford, West Yorkshire. The setting caters for children of parents attending courses within the centre and the local community. All children share access to a secure outdoor play area. A maximum of 32 children may attend the setting at any one time. The playgroup is open term time only each weekday between 09.00 until 11.30 and 12.50 until 15.30. The crèche operates between 09.15 and 11.45.

There are currently 57 children aged one to four years on roll. Of these, 42 children receive funding for nursery education. The setting currently supports children with learning difficulties

and physical disabilities. The majority of the children attending have English as an additional language.

There are 10 staff employed to care for the children. Of these, nine have early years qualifications to Level 2 or 3. Bilingual staff are employed who help to support the children. The setting receives support from the local authority and the Bradford Under Five's Association. There are also good links with local schools.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health and hygiene is promoted well because children play in a clean, warm and well maintained environment. They learn how to take care of their personal hygiene through gentle reminders from staff to wash their hands after craft activities, before meals and after visiting the toilet. Children use individual paper towels to dry their hands; they learn to cover their mouth when they sneeze and cough and also freely access tissues to wipe their noses. This prevents the spread of infection. There are also colourful posters displayed that act as a reminder about hygiene. Staff observe good hygiene practices to change children's nappies and keep the premises and equipment clean. Children learn about the importance of dental hygiene through play. They enjoy using the role play materials, such as the large toothbrush to clean the large set of dentures, and each child has been given a tooth brush to use at home. Children's welfare is promoted because the setting has an effective policy to exclude children who are ill or infectious. Medication records are in place to ensure that a written agreement to administer medication is maintained and parental consent is obtained for seeking emergency medical treatment and advice.

Snack time is a sociable occasion where children and adults sit together. Children enjoy a very good range of healthy snacks, such as fresh fruit and vegetables sticks. They relish the tomato, cucumber, pitta bread and yogurt dip during the snack time with some children confidently making their own sandwiches from the ingredients. Children's individual dietary requirements are noted and respected. Children are offered regular drinks during the sessions, including milk at snack time. In the crèche parents provide bottle feeds for their babies and these are stored appropriately. The setting also encourages parents to follow a healthy lifestyle. Parents are given advice on how to provide for their children's needs, including when to move children onto feeder cups to prevent juice filled bottles from damaging children's teeth.

Children take part in regular physical exercise indoors and outside. Children have free flow between indoors and outdoors offering them choice. There are covered areas to protect children from the sun and rain. They enjoy playing with umbrellas when outdoors in the rain. They develop large and small muscle growth as they play on wheeled toys, the slide, climbing frame, balancing equipment and with the bats and balls. This promotes children's healthy growth and development.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe as a result of the setting's very effective safety and security arrangements. The premises are secure, visitors are vetted and children are not left unsupervised at any time. Children play safely with toys and equipment that conform to safety standards and which are appropriate for their age and stage of development. Good attention is given to risk assessment procedures to ensure that children are kept safe indoors and outside. The premises are used well to address the needs of the children. The crèche room is organised according to the needs of the different ages and stages of the children attending. For example, when very young babies are present a section is cordoned off to enable them to play and investigate safely on the floor.

Children learn about safety within planned and unplanned play and learning opportunities so that they understand how to keep themselves safe, such as road safety, stranger danger and safety in the playroom. Children also regularly take part in fire evacuation practise. Records are maintained to assess the efficiency of the emergency escape procedure. Staff know and understand their roles and responsibilities to ensure that children are safely escorted from the building in the event of an emergency.

Children's welfare is protected because staff understand child protection procedures. Staff have attended child protection training, they recognise the indicators of abuse and are familiar with the action to take to ensure children's safety and well-being. The child protection policy is in line with current guidelines and forms part of the induction procedure. However, the child protection procedure does not contain a statement of procedures to follow should an allegations of abuse be made against a member of staff.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children choose from a broad range of quality activities made available to them. Staff use the 'Birth to three matters' framework appropriately to support and enhance young children's learning. Planning is basic; however, children's assessment records do cover all aspects of their development and these records are used to inform the planning of the activities for specific children's needs. Children enter the playroom confidently and enjoy their time with their friends. They self register themselves using their picture and name card that helps them to learn to recognise their name. The routine of the sessions is varied and they can freely flow between the inviting activities. Young children enjoy lots of sensory play including playing with natural materials and treasure baskets. Staff use impromptu activities to extend learning, for example, staff ask children how to switch on the star shaped lamp before they sing 'Twinkle twinkle little star'. This enables children to develop an understanding of technology. Younger children are becoming confident communicators, discussing their families and chatting to each other as they play. They are beginning to learn to share and take turns, as they wait for their turn to pour their own drink.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children aged three and four years utilise a good range of resources and equipment, which helps them extend their learning well. However, they are unable to access the full range of resources which inhibits choice and their ability to initiate their own learning. Staff have a good understanding of how children learn and develop. They engage appropriately with them, are good role models and encourage children to develop their play opportunities to help make good progress towards the early learning goals. They use effective questioning to enable the children to think and respond in their own words. The planning for the focus activities highlights the learning outcomes for the children; however, these are not differentiated for children's differing learning abilities. Staff's knowledge of the children and of the Foundation Stage ensures that staff set appropriate challenges according to children's abilities. This results in the children making good progress. Staff state that children's assessment records are used to inform future planning; however, this is not clearly documented because the next steps in children's learning is not recorded. Good methods are used to support children that need extra help to reach their full potential. The Special Educational Needs Coordinator works with outside agencies to plan for individual needs to ensure that they reach their full potential. Children with English as an additional language are also supported well and staff work closely with parents to offer further support.

Overall, the children are making good progress in all areas of learning. Children show increasing independence within the setting. For example, they attend to their own personal hygiene, they enjoy helping staff tidy away resources, and they make their own sandwiches at snack time. Children are happy and settled, they make friends with their peers, are cooperative and share and take turns. Although English is not the majority of the children's first language they are making steady progress. They have emerging confidence to speak to others about their wants, needs and interests. They talk about their forthcoming trips abroad and their home life. Some children are beginning to distinguish the different sounds of letters of the alphabet as they recognise the letter their name begins with. More able children can recognise the names of their friends without being prompted by the picture associated with their names. Children use pens and pencils well and ascribe meaning to their marks. They attempt to draw pictures of their favourite story books, such as hens and chickens. More able children attempt to write letters of the alphabet with support from staff.

Children are beginning to count well during their play as they count the balls on the large abacus and beads they have threaded. They attempt to do simple calculations when they count how many children are present therefore how many plates they need for the table at snack time. They recognise some shapes when they look for the green square to thread on their string. Children enjoy exploring their environment. They plant and observe the sunflower seeds that they have sown; they talk about the weather and observe the birds feeding from the seeds that they have put outside. Children use technology equipment well. They confidently play on the computers using the touch screen, mouse and keyboard to draw pictures and do activities.

Children enjoy and take part in lots of creative activities. They differentiate between colours and experiment using different kinds of materials to design and construct. Children delight in playing in the water as they swirl the water around and use the equipment to make lots of bubbles. They freely paint at the easels, play with the dough and in the sand to express their thoughts and ideas. Children, during this process, also develop good hand and eye coordination

and small muscle control as they use lots of one handed equipment, such as pens, pencils and paint brushes. Children enjoy the singing sessions and suggest their favourite songs during circle time. They use their imagination well in the role play areas as they play alongside one another.

### **Helping children make a positive contribution**

The provision is good.

The partnership between parents, carers and the setting is good. Children benefit from being cared for according to parent's wishes, which promotes continuity of care and their well-being. There are effective systems in place to ensure information is shared on a regular basis about children's progress and daily activities, for example through chats with staff, access to the child's key person, and children's assessment records. A regular newsletter is issued to inform parents of any changes and future events. A notice board also contains useful information. Policies and procedures are available to parents about the setting and the aims of the Foundation Stage. Parents are fully involved within the setting to enhance their children's well-being. They are involved on the committee and parent questionnaires are issued as part of the monitoring and evaluation systems that are in place. Parents of children receiving nursery education are informed of the 'Curriculum guidance for the foundation stage', when their child reaches three years of age. A notice on the playroom door gives information on what the children will be doing during the week, and parents are encouraged to bring in items related to themes and topics. They are encouraged to extend learning at home through homework sheets and a reading book scheme. Parents evenings are held twice a year for parents to speak to their child's key person about their child's progress. This promotes the two way process in enhancing children's development.

The staff have a good awareness of positive behaviour management techniques to enhance children's well-being. Lots of praise and encouragement is offered to children; boosting confidence and self-esteem. Children also receive a reward stamp for good behaviour, which they take pride in. Children are very well behaved, they learn to share and take turns and play cooperatively together. For example, on occasions when children have finished playing with a particular toy they will give it someone else. They are also learning to use manners saying 'please' and 'thank you'. Staff further support good behaviour by being positive role models in being polite to one another. Therefore, children's social, moral, spiritual and cultural development is fostered.

Children are beginning to learn about people's differences and similarities and respect for other cultures and beliefs. They take part in activities, which celebrate different cultural and religious festivals throughout the year and taste different types of food. Children access a good range of toys and books that show positive images of people from different ethnic origins and with disabilities. There are also posters and writing in different languages on the walls around the playroom. As a result children develop knowledge of the wider world. Staff understand policies and procedures, which promote anti-discriminatory practice. The majority of the children attending the setting have English as an additional language. Staff support children well. Bilingual staff work closely with the children and use lots of visual images to help develop their understanding.

Staff demonstrate inclusive practice for children with learning difficulties and physical disabilities through policy, training and discussion so that appropriate care and support is provided to meet children's individual and specific needs. The Special Educational Needs Coordinator works closely with the children and parents to address their needs. Individual educational plans are devised to support children and staff work with other professionals in this area, such as the local authority and Portage. The setting is working towards the Bradford early years inclusion standard.

## **Organisation**

The organisation is good.

Space is organised well to support play and learning opportunities for children. All staff working in the setting have been vetted and there are clear staff recruitment procedures in place to protect children. All staff receive a good induction into the setting and they are fully aware of the policies and procedures. Adult to child ratios are effectively maintained and there is a sound key person system in use to enhance the care offered to the children. All the required documentation is in place to securely underpin the setting and confidential information is stored securely.

Leadership and management within the setting is good. The team is very well established having been employed at the setting for a number of years. The majority of staff have early years qualifications to Level 2 and above. Staff are encouraged to attend training courses throughout the year to enable them to promote the care, education and well-being of the children. The group manager reflects effectively on the provision and is aware of the setting's strengths and aspects they wish to improve. Staff are aware of their roles and responsibilities and they are very supportive as a team. Monitoring and evaluation systems in place are suitable and include the staff's evaluation of the activities, the manager's review and self-assessment of the provision and parent questionnaires. Everyone is committed to the continued improvement of the care and education of the children. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection it was recommended that improvements were made to the fire drill procedures. To improve nursery education it was recommended that children have more opportunities to access the technology equipment and practice using the sounds of letters of the alphabet. Good improvements have been made to ensure children's safety and enhance their learning opportunities. Fire practises are held regularly and a record is maintained. Children now regularly access the computers during the sessions and new equipment has been obtained. Children continue to practice linking the sounds of letters to the alphabet during structured activities and during their free play.

## **Complaints since the last inspection**

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

### **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 child protection procedures contain a statement of procedures to follow should allegations of abuse be made against a member of staff.

#### **The quality and standards of the nursery education**

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

- organise resources to enable children to access a full range of equipment
- further develop the planning of the curriculum and children's assessment records to enable all staff to differentiate for children's learning abilities and their next steps in development.

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](http://www.ofsted.gov.uk)