

# Millfield Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	256788
<b>Inspection date</b>	05/11/2008
<b>Inspector</b>	Louise Brawn / Ros Church

<b>Setting address</b>	Unit 3, Millfield Community Centre, Lincoln Road, Peterborough, PE1 2PE
<b>Telephone number</b>	01733 310 898
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Millfield Pre-School opened 30 years ago and has been located in the present building for over 20 years. It operates from a room in a former school for boys now used as a community centre in Millfield, Peterborough. Millfield Pre-School serves the local community. The building is accessed via a slope to the main entrance.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00 each weekday morning. It is registered on the Early Years Register to care for 37 children from two to five years. There are currently 21 children on roll. Children can attend for a variety of sessions. The group supports children who speak English as an additional language.

The group employs six part-time staff, half of which have early years qualifications to Level 2 or 3. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall Millfield Pre-School provides effectively for children in the Early Years Foundation Stage. Staff ensure that a range of activities are provided to meet the individual needs of all children. Staff welcome parents and carers into the setting and ensure the environment is safe for children, promoting their welfare. Staff are aware of their strengths and weaknesses and continually monitor and evaluate the provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop opportunities for children to learn about the importance of the outdoor environment and make effective use of the local neighbourhood
- ensure parents contribute to their child's learning and development record and further develop systems to identify children's starting points.

## **The leadership and management of the early years provision**

Staff work effectively together to ensure that there are systems in place that continually monitor and evaluate the provision, this promotes children's care and learning. Considerable improvements have been made since the last inspection, this includes updating policies and procedures and developing staff's knowledge and understanding of the procedures to be followed. Robust recruitment and vetting procedures are in place ensuring that children are cared for by suitable staff. All staff are knowledgeable about their own roles and responsibilities in safeguarding children and have attended relevant training courses. Staff are committed to accessing further training in order to keep their practices up-to-date.

This helps to promote children's care and learning.

Children are cared for in an environment where their safety is of paramount importance. Staff carry out regular risk assessments which enable children to move around safely and freely whilst independently accessing a range of resources and activities.

Staff ensure their service is inclusive for all families and fully support children who are learning English as an additional language. Staff work with parents to establish information on children's care and interests. However, parents do not fully contribute to their children's learning and development or provide information on children's starting points.

## **The quality and standards of the early years provision**

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. Staff work together to ensure planning meets the needs of individual children. This is done by carrying out a range of observations, recording achievements and identifying children's next steps in learning. A balance of adult-led and child-led activities are incorporated into the plans resulting in children being active and creative learners. All children have equal access to activities and equipment, and as a result, gain the most from the learning opportunities provided.

Children thoroughly enjoy their time at the setting and make good relationships with adults and peers. They learn to share and take turns with equipment and help one another. For example, a child assisted another child as he tried to carry a large box. Children have good opportunities to be imaginative, for example when using large boxes as forms of transport and rooms within a house. Children are provided with a range of tools and materials to be creative, such as foam play, paints and a broad range of materials for collage. Staff interact effectively with children, engaging them in conversation to support their language and communication. Through sharing books with each other and joining in with songs and action rhymes this further promotes their language and listening skills. Suitable indoor provision is made for children to develop their physical skills and coordination, however, there are limited opportunities for children to learn about the importance of the outdoor environment including the local neighbourhood.

Children learn about the importance of keeping themselves safe through being actively involved in fire evacuation procedures. They use age-appropriate scissors with ease and take part in tidying up after activities to ensure their surroundings are kept safe. Children's good health is well promoted as they are encouraged to wash their hands before eating and choose from a variety of snacks such as different types of bread, fresh fruit and vegetables. Many of the children at the pre-school have English as an additional language and staff take account of this as they work with the children. Some of the staff are bi-lingual which helps with communication and ensures all children and families are welcomed into the setting.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.