

Miles Platting & Ancoats Children's Centre

Inspection report for early years provision

Unique reference number	EY373479
Inspection date	26/01/2009
Inspector	Susan Margaret Lyon
Setting address	Sure Start Children's centre, Holland Street, Manchester, M40 7DA
Telephone number	0161 205 7402
Email	
Type of setting	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

Miles Platting and Ancoats Children's Centre Sessional Care and Out of School Club provision was registered in 2008. It is run by a voluntary organisation and operates from a purpose built Sure Start children's centre in the Miles Platting area of Manchester. The provision has sole use of the premises, which include several large and small play rooms, a quiet area and access to bathroom and kitchen facilities. All playrooms have direct access to enclosed outdoor play areas. The group is registered to provide sessional care for 24 children aged in the early years age group. It operates from 09.30 to 12.00 and from 12.30 to 15.00 Monday to Friday all year round. The out of school club is registered for 24 children from three to eight years and operates Monday to Friday from 15.00 to 17.45 during school term time only. The organisation employs 13 qualified members of staff, all of whom are qualified. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare register. The setting supports children with disabilities and children who have English as an additional language. The setting receives support from the children's centre teacher. There are currently 37 children on roll for the sessional care, and 36 children on roll attending the out of school provision.

Overall effectiveness of the early years provision

Children are happy and settled and staff promote their safety and welfare well due to strong emphasis on meeting individual needs through key working. Staff have an effective understanding of the Early Years Foundation Stage framework as they create a rich learning environment. Children have great fun at the setting and enjoy positive relationships with each other and staff. Excellent observation and assessment arrangements help children make good progress in their learning. Most documentation is in place and reasonable steps are taken to ensure continual improvement takes place.

What steps need to be taken to improve provision further?

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

- display written numbers in the environment so children begin to recognise them

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a procedure is in place if allegations are made against staff (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

09/02/2009

The leadership and management of the early years provision

Reasonable steps are taken to identify areas of weakness. For example, since registration outdoor play equipment has been increased to enable staff to plan and structure physical activities, such as tunnels for climbing through, and large construction for building. Also, planting and growing has been included following requests from parents. Furthermore, appropriate feedback is sought from parents using questionnaires regarding how the service can be improved.

Staff work closely with parents to meet individual needs of children and share information regarding the uniqueness of each child. Staff place great importance on a key worker system to help new children settle in and support each child's progress and development. Lots of information is given to parents including information leaflets and a range of policies, although a procedure if allegations are made against staff is not included in the safeguarding policy. This limits the information available for parents and is a requirement of registration. The setting values parents contributions through involving them in advisory groups for consultation or for specific activities, such as cook and taste sessions. Parents are welcomed into the setting and are at ease talking to staff.

Diversity is recognised and respected, for example through staff learning key words of the home language to support children with English as an additional language and cooking food from other countries, such as Chinese noodles. The setting works well with other settings delivering the Early Years Foundation Stage framework through establishing links to ease the transition to school, and to ensure continuity and progression of their learning. For example, key workers visit the school with their group, and teachers are invited into the setting.

Children's safety and welfare is promoted well as they are cared for in a very safe and secure environment. For example, secured doors and use of the visitors book prevent unwanted access to the building. Children are protected through the vetting of staff and them having a good understanding of their roles in child protection. Play areas are organised well to enable children to move around freely and safely. Easily accessible labelled resources and coloured drapes hanging from the ceiling create an inviting and appealing environment for children. The setting provides an inclusive service through all children being included and welcomed into the accessible building, and staff giving high regard to the meeting of individual needs of children through respecting diversity, culture and disability.

The quality and standards of the early years provision

Staff have an effective understanding of the Early Years Foundation Stage framework. Play areas are well organised to cover the six areas of learning, and a broad range of interesting play resources create a rich learning environment for children. Excellent observation and assessment arrangements help children make good progress towards the early learning goals. For example, information of what children can do is used well to plan the next steps in their learning. Staff spend lots of time talking and chatting to children. They skilfully ask them questions to

make them think, such as 'can you make me a drink?' when playing in the home corner, and 'where is the window?' during mark making with chalks.

Children seek to do things for themselves as they ably wash and dry their hands. They form good relationships with adults and friendships with other children. They understand sharing as they wait patiently for their turn at the computer. Children respond to simple instructions, such as 'put it in the bin.' They speak clearly with confidence as they say, 'I've been to a restaurant' and 'I'm cold.' Children say and use number names in order as they count the cups and plates at snack time. However, the lack of numbers displayed around the room impacts on their ability to recognise some numbers. They enjoy filling and emptying containers in the water tray and use the words 'full' and 'empty' They recognise big and small items whilst playing with cars and dinosaurs.

Children love to be outdoors as they eagerly run out to play frequently throughout the session. Children show great interest in information communication technology as they successfully use a mouse and keyboard to interact with age-appropriate computer software. Children move in a range of ways during outdoor play. They climb through tunnels, run on the grass and competently pedal bikes. They notice what adults do and imitate what is observed as they push their 'babies' in the buggy. Children differentiate marks using chalks, as they say 'I'm drawing a house'

Staff treat children with kindness and consideration, as a result children are confident, self assured and eager to play. Children learn how to keep themselves safe through relevant discussions with staff about road safety and holding hands when going out. Children stay healthy as they understand appropriate hygiene practices, such as washing hands after toileting and before food. An exclusion policy and effective nappy changing routine prevent the spread of germs. Children are active learners. They smile, laugh and chat constantly as they eagerly access activities of their choice. Children are made aware of the needs of others through activities and discussions about feelings and sharing. Other cultures and diversity are respected through the recognition of festivals from other countries, food tasting sessions and a wide range of play resources reflecting disabilities, cultures and positive images. Children's behaviour is managed positively through clear boundaries and explanations. Children are given lots of praise contributing to their confidence and self-esteem. Overall, children are making good progress towards the early learning goals which is the building blocks towards children's future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 09/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 09/02/2009

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.