

Margaret McMillan Children's Centre

Inspection report for early years provision

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Inspector	Rachel Ayo
Setting address	Farnham Road, Bradford, West Yorkshire, BD7 3JE
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

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 day care facility operates from three playrooms in a purpose-built building in the Great Horton area of Bradford, West Yorkshire. All rooms have their own secure outdoor area. The setting accommodates children from within the local and wider community.

The setting is registered on the Early Years Register to care for a maximum of 42 children. There are currently 63 children on roll aged from 14 months to five years. The setting is open from 8am until 6pm for 51 weeks of the year. It provides funded nursery education to children eligible to receive it. Children attend a variety of sessions. The setting currently cares for children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 11 staff employed to care for the children. In addition to this, there is a designated cook and a business manager. All staff are qualified to at least level 3. The setting receives support from the local authority and links closely with Farnham Road Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective as a result of excellent leadership and management leading to a consistent and strong commitment and approach by all to promoting children's welfare and learning. The excellent organisation of space and resources meets children's individual needs. The vibrant, rich and stimulating environment, coupled with meticulous observational assessment and planning, means that children are eager to attend and make significant gains in their learning. There is overall superb partnership working with parents, resulting in children's individual needs being met to an excellent standard. Links with external professionals are highly effective in ensuring inclusion and continuity for children. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and areas for further development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the systems for sharing children's profiles with parents further.

The effectiveness of leadership and management of the early years provision

Highly effective record keeping systems and comprehensive policies and procedures ensure that children are safeguarded. There is an excellent awareness of child protection with extremely robust systems for dealing with concerns. Vetting and recruitment procedures are excellent and risk assessments are very effective in reducing hazards. Health and safety notices promote safety further, along with a broad range of safety equipment and effective staff practice. For example, staff ensure toddlers are secured by a safety belt on the changing station and apply factor 50 sun cream to keep children safe outdoors. Security systems are rigorous and closed circuit television further promotes this. Nursery rooms have coded access for staff only and internal intercom systems are in place for communication purposes and monitored access. There is a highly skilled workforce and the robust induction of staff ensures they have an excellent awareness of their roles and responsibilities, and the policies and procedures. High staffing levels and excellent staff deployment result in children receiving superb levels of support and attention. As a result, they thrive and develop high levels of self-esteem and confidence.

There is an exceptional commitment to inclusion, reflected in a gold award, which is regularly reviewed and updated to ensure the quality standard is maintained. Staff attend training and continually improve equality and diversity and the environment. Inclusion audits enhance practice further. There are excellent systems to ensure that no child is disadvantaged and that the achievement gap is narrowed for individuals or particular groups of children. There are outstanding links with health professionals and other agencies, including transitional meetings when children with additional needs are starting school. Children's cultural identity and home language are highly valued and reflected in the setting and this extends to the employment of bilingual staff. Equality of opportunity is further promoted through activities that encourage the involvement of fathers. There are very efficient systems for liaising with other providers delivering the Early Years Foundation Stage and the setting effectively links with all feeder schools, with the support teacher liaising with the teachers within the Foundation Stage Unit.

Partnerships with parents are exemplary overall. Parents are heavily involved, such as through fundraising events, outings and contributions to topics and festivals. Channels of communication are generally extensive and highly effective. For example, there is a monthly newsletter, a forum, open evenings, information sessions, a wide array of displays and notices, photographs and daily record sheets. Parents are verbally informed of their child's progress and are encouraged to contribute to profiles through parent slips. However, these are not always proactively shared by the staff. Parents share their children's interests, new achievements and events from the weekend, and baby care plans are completed for very young children. Book bags go home so parents can be involved in their child's learning and children take turns to look after the holiday bear and share his adventures on their return. Parents' comments are extremely complimentary about the service provided.

Reflective practice is outstanding. It lies at the heart of the provision, with comprehensive systems for self-evaluation. Action plans are set for a wide range of practices, regular management and in house and external meetings take place, and there is participation in quality assurance schemes and additional schemes. Parents' views are fully obtained through questionnaires and question and answer sessions. Staff are effectively involved through appraisals, the collaboration of reports and the allocation of their own budget each term. The manager is exceptionally successful in inspiring her staff team towards meeting and sustaining ambitious targets, often spending time directly in the rooms to motivate, mentor and observe. There is an excellent commitment to the personal development of staff at all levels. All recommendations raised at the last inspection have been fully addressed to improve outcomes for children, and quality targets continue to be set.

The quality and standards of the early years provision and outcomes for children

The setting's mission statement is 'have fun and learn' and this clearly permeates throughout the provision. Children are extremely content and settled because of the highly successful key person system, and the excellent organisation of routines and caring staff help very young children gain a strong sense of security. There are excellent transitional arrangements when children leave the setting to ensure their continued confidence. Visits take place and transition books are created with photographs of staff at the setting and new school, children's friends and the holiday bear. Artwork is displayed attractively and with great care and consideration. This demonstrates to children that they are highly valued and helps them develop a strong sense of belonging. Staff show great enthusiasm and knowledge of how children learn; thus, they support, motivate and inspire children with extremely effective questioning and high quality interaction.

Children play a dynamic role in their learning. The resources and layout of the setting are outstanding in enabling this and children develop excellent self-care skills; for example, through pouring drinks and helping to prepare their snack, such as a fruit salad. They respond to challenges with great enthusiasm, displaying high levels of curiosity, interest and concentration as they explore and take part in a wealth of exciting activities. These are thoroughly planned across the six areas of learning and enhanced through visitors and outings. A broad range of observation techniques is used, including photographic and video evidence, and children flourish because their next steps are tailored to the needs and abilities of each child.

Children demonstrate exceptionally positive behaviour as a result of first class staff support and reward systems, such as stickers, certificates of merit and the good news board. Relationships are extremely strong at all levels. Children readily approach staff, demonstrating that they feel safe and secure. There is excellent socialisation as children negotiate taking turns and effectively learn about diversity. They celebrate festivals through meaningful activities, partake in charity events to raise money, such as for the Pakistan earthquake, and observe a vast array of positive images. Staff effectively teach children about keeping safe through topics,

role play, songs and books about safety, and internet activities. In addition, close links are held with the local community police, who visit the provision regularly, along with the lolly pop person.

The environment is rich in print and children have ample opportunities to make marks, recognise their name and use writing for different purposes, for example, in exciting construction and role play areas. There are excellent drawings, such as self-portraits, and children ascribe meaning to marks. Expressive language records are monitored and discussed with parents. Children look at items in the sound bag, observing the shape of their mouth in a mirror as they practise different sounds. Toddlers attempt to communicate in a range of ways through repeating words and using gestures. Staff are skilful in introducing mathematics in everyday routines and children point to and count objects beyond 10, write numbers and represent numbers using their fingers. There is excellent computer equipment for children over two years and light and sound toys help very young children learn to operate simple equipment.

Children partake in a wide range of exploration and investigation. Toddlers explore glue with intrigue and delight in playing peek-a-boo with different materials. They explore interesting play areas and materials, such as dangling metal objects and plastic bottles filled with natural items. Two-year-olds excitedly take part in body painting and paint the paving flags with water, observing what happens as the water dries. Pre-school children view creatures through magnifying glasses, drop paint in the snow to explore patterns, observe ice melting and learn about life cycles. Children clearly enjoy action songs, also sung in dual languages, and toddlers twirl around in response to the music coming from the pre-school garden.

Children develop an excellent awareness of healthy practices through signs, posters, topics, role play areas and excellent hygiene routines, modelled and encouraged by the staff. They have exceptional opportunities to access fresh air and exercise as there is free-flow access to the outdoors, which staff make excellent use of. A healthy and balanced diet is offered and children readily access labelled bottles of water and brush their teeth. Healthy eating days and information events are held and staff display artwork and photographs of activities children have taken part in that promote a healthy lifestyle.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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