

# Milefield Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY306050
<b>Inspection date</b>	11/05/2010
<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	Milefield Primary School, Milefield Lane, Grimethorpe, Barnsley, South Yorkshire, S72 7BH
<b>Telephone number</b>	01226 715127
<b>Email</b>	
<b>Type of setting</b>	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

Milefield Children's Centre is owned and managed by Barnsley Metropolitan Borough Council. It opened in 2005 and operates from designated rooms within Milefield Primary School in Grimethorpe, Barnsley. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 41 children aged from three months to five years may attend the setting at any one time. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year.

There are currently 65 children on roll who are within the early years age range. Of these, 28 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are 15 members of staff, including the management, who work directly with the children. Of these, 10 hold an appropriate level three qualification in early years, one holds a Foundation Degree and one is currently working towards Early Years Professional Status. The setting is a member of the National Day Nurseries Association and receives support from the local authority. A range of additional services are available for children and families who use the centre and these include; baby groups, drop-in parent and carer groups and advice services with job and training opportunities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff within the setting have a very good understanding of the Early Years Foundation Stage. Staff take full account of children's abilities and interests as they plan and provide a wide range of purposeful activities. Individual needs of children and parents are well considered. Positive attitudes and anti-discriminatory practice is fully promoted to ensure all adults and children feel included and valued. The management and staff are committed practitioners. They regularly reflect on and evaluate their practice to ensure continuous improvement in the care and education they provide for children.

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

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop the use of local resources to further enhance children's understanding of the world around them
- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order.

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

Management are pro-active in ensuring staff recruitment procedures are implemented effectively, ensuring children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. All staff regularly attend training to ensure their knowledge and skills are kept up-to-date. Staff work very well as a team and are fully included in the setting's detailed self-evaluation process. This helps to ensure effective continuous improvement to the care and education they provide. Children's safety within the setting is promoted well as a robust system is in place with regards to security. Staff ensure that no one can enter the building without their knowledge and all visitors are requested to sign in and out. All of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Highly effective staff deployment provides good support for children's welfare and development. Staff help children to develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity, and by setting a good example of how to respect everyone.

The environment is warm and welcoming to all children, parents and carers. Welcoming posters are situated in all areas and are in a variety of languages. Information is displayed on parents' notice boards, such as, weekly planning of activities and snack and lunch time menus. Care routines for babies and toddlers are recorded in daily diaries. Staff work closely with parents to ensure all children's individual needs are met including those children with special educational needs and/or disabilities. They have built good links with other professionals and ensure an inclusive practice is provided for all. Parents are very involved in their children's learning as staff exchange regular information about their progress and routines. Detailed initial information about children's likes, dislikes and interests is requested before children start attending and updated on a regular basis with children's key workers. For example, parents are encouraged to complete 'Adventures at home' sheets. This gives staff a basis for planning activities that the children will enjoy.

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

Children are happy and settled within the nursery. They seek out friends and form strong relationships with their peers and the adults caring for them. They also acknowledge visitors to the setting. Good planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Detailed ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children are not always reflected within the planning process in order to maximise progress towards the early learning goals. All children readily engage in freely chosen activities in which staff support them well. For example, children enjoy working with staff to build

structures from construction materials and explore how water moves when poured through different sized containers. Children have opportunities to develop their own interests and show a positive disposition to learning. They develop good social skills through sharing, taking turns and socialising together at snack times.

Children of all ages are competent in communicating through gestures, speaking and listening. Their individual interests are built upon as staff provide very good opportunities for them to develop their creative and writing skills. The environment is rich in resources that enhance children's knowledge and development of numbers and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to access a computer, digital camera and programmable toys. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order.

Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities which look at different celebrations and cultures from around the world. However, local resources and visitors in the nursery are not fully utilised to further enhance children's understanding of their community and the locality. All children take part in a good range of activities both indoors and outdoors which support their physical development. Outdoors, children have daily access to a broad range of resources that enable them to develop their physical skills well, such as wheeled toys, balls and parachute games, and they garden and care for plants and birds. The rich, varied environment fully supports children's development in all areas, as well as supporting them to develop the skills needed for their future success.

Children's health and well-being is given high priority and is very well promoted by the setting through the sickness policy, cleaning routines, balanced menu and good access to drinks to maintain hydration. Staff talk to the children about why they need to exercise and children have a very good understanding of the need to eat healthy foods to make them grow and have strong teeth. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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