

Millfields Children's Centre Daycare

Inspection report for early years provision

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Inspector

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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

Millfields Children's Centre daycare provision registered in 2006. It operates from Millfields children's centre which is attached to Millfields School in Hackney. Access to the building is at ground level via a step or a ramp. Children have the use of three separate play rooms and share access to a central outdoor play area. Children in the baby room have access to an additional outdoor play area. The daycare provision is open every weekday from 8.00am until 6.00pm for 48 weeks of the year.

The daycare is registered on the Early Years Register to care for a maximum of 60 children in the early years age group, of whom 12 may be under two years, at any one time. Currently there are 73 children on roll and 16 staff employed to work with the children. The setting supports children with special educational needs and/or difficulties and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The daycare provision offers an inclusive and safe setting for children where they enjoy a wide range of indoor and outdoor play activities. Staff are particularly attentive to children's individual needs and consequently children feel well cared for and make very good progress towards the early learning goals. The recent focused support from the school's assistant head has led to notable improvements in the provision for children. The setting maintains this high capacity for future improvement, engaging parents in a vibrant working partnership so that children receive appropriate care and learning that is relevant to their needs.

What steps need to be taken to improve provision further?

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

- review and develop the planning of activities in the central outdoor area
- look at ways to enthuse and challenge children further in their learning.

The effectiveness of leadership and management of the early years provision

The setting's documentation is well organised and up to date. There are effective procedures in place to ensure that children are safeguarded. Parents receive a copy of the safeguarding policy. Risk assessments are carried out to ensure that any potential risks to children in the premises, or on outings, are minimised. All records relating to children's health and safety are well maintained. Staff are regularly updated about child protection issues and follow strict guidelines when

concerns arise.

There is an excellent partnership with parents which encourages them to be involved in their children's learning. Parents receive clear and detailed information about the provision and colourful newsletters describing recent events. Display boards are used effectively around the setting to show how children learn and develop, and the progress they are making in each learning area. Staff work closely with other professionals, both in the children's centre and the school, enabling early intervention when necessary and ensuring consistency of care for all children. Parents are highly satisfied with the care their children receive at the provision.

Staff organise a free-flow play environment for children and set out interesting play activities so that children can make choices both indoors and outdoors. The baby room is particularly inviting for children with its zoned play areas and attractive displays. Staff use their time effectively, supporting and interacting with children so that they feel valued and included as individuals. Children enjoy the provision of stimulating role play areas and dens. Activities in the central outdoor play area are rotated on a theme to maintain children's interest and offer alternative activities. However, the outdoor provision is not always planned in sufficient detail to ensure that very young children also benefit from the learning experiences on offer.

Staff are encouraged to reflect on their childcare practice by the management team, who use an array of monitoring and evaluation systems to ensure that the provision is meeting all children's needs effectively. The assistant head is proactive in promoting staff's own professional development and has introduced a new comprehensive system of observational assessment that is used across the whole provision to guide future planning. She sets relevant targets for the future through the use of action plans which focus on specific developments in the provision for children. She is keen to develop effective room-based staff teams and to review the activity planning for the central outdoor play area. Her input to the setting and close liaison with the daycare manager is invaluable in driving improvement.

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

Children develop a sense of belonging in the setting through being made to feel welcome and given plenty of choice. They benefit from sensitive settling in procedures, including home visits prior to attending the setting. Staff encourage children to become involved in the play activities and talk with them as they explore and investigate. Children begin to make connections with their world as they explore different textures and materials, such as paint, rice and soil. They find out about different cultures and religions when taking part in activities planned around festivals, such as Eid. Staff challenge children to use their senses as they explore and to communicate their feelings. Children become active and creative learners as they run, climb, paint and construct, although staff sometimes miss opportunities to really enthuse children and challenge them further in their

learning.

Staff use their regular observations of children's development to good effect as they determine children's next steps of learning. An initial assessment provides a useful baseline from which to work so that staff are able to continually move children on in their learning. The system of planning works particularly well in ensuring that individual children are planned for each week through the provision of focus activities. In this way children are monitored throughout their care provision and appropriate learning experiences provided for them as they grow. For example, babies are given opportunities to extend an interest in animals or books, older children are encouraged to develop their problem solving and creative skills. Children are well supported in gaining skills for the future, especially in the key areas of literacy and numeracy which aid their transition to school.

Children are well supervised as they move around the premises and are confident in approaching staff. As a result they feel safe and develop high levels of personal independence. Their behaviour is good and they have an increasing awareness of their boundaries. Children are attentive to adults at group and circle times. They make friends easily and develop close relationships with other children as they play and learn together. Staff's approach to the promotion of healthy lifestyles is exemplary and this contributes to children keeping fit, healthy and happy. There are excellent opportunities for outdoor experiences, including access to a sensory garden and adventure equipment in the school playground. Children benefit from the social aspect of mealtimes, enjoying meals in small groups and taking responsibility for clearing away. Older children especially enjoy using the interactive whiteboard for games and music sessions.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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