

Milefield Children's Centre

Milefield Primary School, Milefield Lane, Grimethorpe, Barnsley, South Yorkshire, S72 7BH

Inspection date	17/01/2013
Previous inspection date	11/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Targeted support for children with special educational needs and/or disabilities ensures that they enjoy educational programmes that support their good progress towards the early learning goals.
- Children's health and self-care and preparation for school are supported effectively because they are taught how to keep themselves safe, implement good hygiene practices and make healthy choices about the food they eat.
- Thorough evaluation has identified weaknesses effectively. A strong drive for improvement is demonstrated by clear action plans, the aims of which are to develop the provision to support children's attainment over time.

It is not yet good because

- Children are not supported in making best progress across all areas of learning and development because the individual needs, interests and stage of development of each child are not fully taken account of and used to plan challenging experiences.
- In some instances, assessments do not accurately reflect children's level of attainment so information available is not always sufficient to plan educational programmes that promote their progress towards the early learning goals.
- Children's well-being is not fully promoted because the key person system is not robust enough to offer them appropriate emotional support when their key person is not in the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the acting manager of the provision and the acting assistant manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's evaluation forms and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own evaluations.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Milefield Children's Centre was registered in 2005 on the Early Years Register. It is situated in purpose-built premises in the Grimethorpe area of Barnsley, and is managed by Barnsley Metropolitan Borough Council. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for

outdoor play.

The nursery employs 18 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and seven hold level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

There are currently 57 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information from observations and assessments about children's individual needs, interests and stage of development to plan a challenging and enjoyable experience for each child in all areas of learning and development
- develop the key person structure to make certain planning for every child's care is tailored to meet their individual needs, by ensuring that information that supports their health and well-being and their individual development is shared effectively
- make certain that information to support children's progress towards the early learning goals is sufficient to inform planning by ensuring assessments of children's progress are completed consistently, are up to date and accurately reflect children's level of attainment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Early years practitioners have enough knowledge to provide educational programmes that cover all areas of learning and development, and a range of interesting activities are provided. Through discussions and activities, such as 'busy feet', children's acquisition of communication and language skills is promoted. However, the planning of educational programmes does not fully take into account children's individual interests, what they already know and the skills they have already acquired. As a result, planned learning does not offer enough differentiation to present all children with challenging experiences that ensure they make best progress across all areas of learning and development.

Practitioners complete observations and assessments that show children are making steady progress towards the early learning goals. However, in some instances assessments made by key people are not completed consistently and are not up to date. As a result, the information available is not always sufficient to plan educational programmes that promote children's good progress towards the early learning goals.

Children's assessments indicate that 'narrowing the gap' strategies, including additional professional support for children with special educational needs and/or disabilities, are having a positive impact on their learning and development. Children enjoy a wide range of resources and the natural outdoor environment. This includes a wooded area which provides them with opportunities that promote investigation and physical development. Children participate in activities that develop their understanding of the world, such as discussions about the empty nest that has been left by birds that have migrated for the winter. They examine the patterns of cobwebs covered in frost and they proudly show the 'mouse house' they have built from pieces of wood and twigs.

Information about the Early Years Foundation Stage learning and development requirements is suitably shared with parents. This means that they have a sufficient understanding of the nursery's responsibilities, in order to make informed decisions about the quality of learning experiences their children enjoy. Practitioners have begun to share information with parents about how they can support their children's learning and development at home through age-appropriate activities. As a result, children are starting to benefit from consistency in their learning.

The contribution of the early years provision to the well-being of children

Children who are settled in the nursery demonstrate that they feel safe and they are happy as they explore and investigate resources independently. Practitioners are good role models, prompting children to say 'please' and 'thank you'. Children are developing suitable peer relationships with their chosen friends, demonstrating behaviour which is kind as they share, take turns and invite each other to join in play. This helps to prepare them for the larger social environment when they move on to the school nursery. Children are well behaved because clear boundaries for behaviour are established, helping them to develop an appropriate understanding of right and wrong.

The nursery has a key person structure but it is not always effective. This is evident when designated key people are not in the setting because there are no back-up plans, such as a 'buddy' system, in place. As a result, when key people are absent, it is not clear who is taking responsibility for the individual needs of each child. Although their care needs are maintained with regard to eating, toileting and sleeping, information about children's development is not always shared efficiently.

The nursery obtains information from parents about children's likes and dislikes and their individual care routines. Through effective hygiene routines, children are developing a thorough understanding of self-care. Even the youngest children are encouraged to make decisions about the clothes they wear to go outside and they learn how to dress and undress competently. Nutritious meals, drinks and snacks are available and children help

themselves as they begin to understand how to keep themselves healthy. Strong relationships with other professionals ensure that information that promotes the health and well-being of the most vulnerable children is shared. Through a balance of adult-led and child-led outdoor play, children learn to risk assess for themselves and keep themselves safe.

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

The nursery's new management team, which includes a local authority early years and childcare development officer, has very quickly identified through thorough and focused assessment what the strengths and weaknesses are of the setting. Although the implementation of improvements is in the early stages, management are taking positive steps to build on the quality of the provision for children's care and learning. For example, they have identified a need for training to support the use of observation, assessment and planning. Evaluations which involve all of the nursery's stakeholders support the development of actions plans that are driving forward the improvement of the provision for children. Sustainability is scrutinised and implemented plans for development are already beginning to have a positive impact on the children's learning. For example, quiet areas to meet the learning requirements of children with special educational needs and/or disabilities have been introduced. Frequent staff meetings ensure practitioners' views are taken into account, and a two-way flow of communication between practitioners and the management team is effective when planning future provision and targeting training. Appraisals for key people underpin the implementation of professional development programmes and training is selected which supports children's needs. One example of this is special educational needs coordinator training for two members of staff to ensure there is always one of them in the nursery.

While the effective recording of children's progress is not yet established, other positive methods are in place to support children's care and learning. For example, information and training supplied by the local authority early years development team is supporting practitioners in using observations and assessments to develop educational programmes which are purposeful and developmentally appropriate. A high priority is given to the rigorous assessment of practitioners and this ensures that the weakest areas of practice are beginning to be addressed accordingly. The management team are knowledgeable about the Early Years Foundation Stage learning and development requirements. Their drive for improvement means that they are highly motivated to share their knowledge with practitioners through in-house training programmes; they acknowledge that it is too early to assess the impact the training is having in developing practitioner's knowledge as a whole, and on children.

Practitioners are knowledgeable about their responsibilities under the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. Rigorous recruitment procedures are implemented and induction programmes mean that new staff have a very good understanding of the policies and procedures of the setting, particularly with regard to safety and welfare. Updated policies and procedures, which set out the nursery's responsibilities for promoting children's safety and welfare, are effectively shared

with parents, such as the use of mobile phones and cameras in the nursery. CCTV monitors the outside of the nursery. Staff are vigilant in their responsibilities for checking visitors, which means that children are kept safe at all times. Comprehensive risk assessments make certain that children enjoy an environment that is clean and well maintained.

Strong relationships with other professionals and early years providers mean that information which promotes the health and well-being of all children is shared. Established partnerships with the children's centre mean that the most vulnerable children receive good levels of support that are targeted to meet their individual needs.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	EY306050
Local authority	Barnsley
Inspection number	856595
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	57
Name of provider	Barnsley Metropolitan Borough Council
Date of previous inspection	11/05/2010
Telephone number	01226 715127

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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