

# Milky Way Pre-School Playgroup

Bangladesh House, 19a Birch Lane, MANCHESTER, M13 0NW

## Inspection date

Previous inspection date

14/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- The setting, resources and staff reflect the home backgrounds and languages of the children attending and promote a positive sense of identity.
- Children's safety is appropriately promoted as staff implement related policies and procedures effectively.
- The staff team work effectively to create a clean and welcoming environment for children and parents.
- Staff support children's language and communication skills well in both English and their home languages.

### It is not yet good because

- Monitoring and evaluation is not yet sufficiently rigorous. As a result, some aspects of learning, such as mathematics, are not sufficiently provided for. Furthermore, observation and ongoing assessment is yet not robust enough to ensure children make best progress, and some weaknesses in quality are not clearly identified.
- Opportunities to engage parents in their children's learning in the setting and help them guide, and share their views about, their children's learning at home are not well developed.
- Children do not have daily opportunities for play, outdoor learning and exercise in the fresh air, which has an impact on their well-being.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and the outside play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Anne Drinkwater

## **Full Report**

### **Information about the setting**

Milky Way Pre-School Playgroup was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a community centre in the Longsight area of Manchester and is managed by a limited company. The playgroup serves the local area and is accessible to all children. Children have the use of a large playroom and there is a fully enclosed area available for outdoor play at the front of the building.

The playgroup employs a manager and one member of childcare staff. The manager has Qualified Teacher Status and the member of staff holds an early years qualification at level 3. The setting operates from 8.30am to 5.30pm, Monday to Friday, all year round. There are currently six children attending on a part-time basis who are in the early years age group. The playgroup supports children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- observe and assess each child's starting points and progress across all areas of learning in relation to their age and stage of development, and use this information to identify the next steps in their learning and plan challenging activities and experiences
- improve the educational programme for mathematics by introducing and using mathematical concepts and language in everyday situations
- ensure that outdoor activities are planned and taken on a daily basis, unless unsafe weather conditions do not permit this, to further promote children's well-being and access to rich outdoor learning opportunities.

**To further improve the quality of the early years provision the provider should:**

- implement rigorous and effective systems for monitoring and self-evaluation that include staff's and parents' views and help to inform priorities and set challenging targets for improvement
- engage parents further in children's learning at the setting and encourage them to enhance, and share their views about, children's learning and development at home.

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

Staff have a suitable understanding of the seven areas of learning within the Statutory Framework for the Early Years Foundation Stage. They use an appropriate range of teaching methods. Staff observe and assess the children and the information gathered is recorded in their individual developmental records. However, observations and ongoing assessment do not identify children's next steps for learning. In addition, while parents share good information about children's home life and their interests, staff do not collect information about their learning and development at home. This gives them a basic but not robust understanding of children's starting points when entering the provision in order to provide for their future development. As a result, activities do not have effective challenge across all areas of learning. This means that children are not helped to make best progress. However, clear arrangements are in place to complete the required progress check at age two.

Children play with a range of accessible resources covering most areas of learning. However, they do not have sufficient opportunities to explore mathematics or benefit from rich outdoor learning activities. The outdoor play area is not used regularly enough and is only used in the main for physical play, such as football and bike riding.

Staff support children's language and communication skills well. For example, they sensitively play alongside children in the role play area and at the creative table, repeating key words or comforting the children in their home language and English. Staff listen carefully to ensure they fully understand what the child is telling them. As a result, all children's communication skills are developing well. Children receive praise and encouragement for their achievements; this develops their self-esteem and understanding of conversation and language.

Children can access drinks independently as they show a developing understanding of being aware of their own needs. This helps to support their personal, social and emotional development. Children practise putting on their own coats, which increases their physical development and their independence. These skills help prepare children for their move on to school.

Parents verbally communicate with the staff on a daily basis and share information and concerns they may have regarding the children's welfare needs. However, the staff have yet to fully involve parents in their children's learning at the pre-school and help them to enhance, and share their views about, their children's learning at home. As a result, staff do not have a clear picture of children's achievements, both in the setting and at home, in order to use this when planning.

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

Staff gently support and reassure children with their close presence, gradually encouraging them to become involved. Those who are new to the setting receive skilful support from sensitive staff who help them become confident and develop their relationships with each other as they make the transition. Children behave well in the playgroup as staff are good role models and provide them with clear boundaries. Staff meet children's welfare needs as an effective key person system is in place. The excellent ratio of staff to children helps to create strong attachments with children.

Staff encourage children to adopt healthy practices, such as hand washing. The playgroup provides children with healthy snacks and they sit together to enjoy their food, which encourages their social development. Water is accessible for children to access throughout the day. This helps them to develop an understanding of healthy lifestyles.

Children associate good hygiene with their daily routines and are protected well from infection as the provision implements a sick child policy, which is shared with parents, alongside a list of exclusion periods for infectious diseases. This effectively minimises the risk of cross-infection from illness. Staff carry out thorough risk assessments of the provision to ensure children play in a safe and secure environment.

Children have access to an enclosed outdoor space filled with physical play equipment. However, this is not effectively used, as daily opportunities for fresh air and exercise are limited. As a result, children do not have sufficient opportunity for fresh air and exercise as similar opportunities for physical play are not provided indoors. This has an impact on their well-being. The children are supported well in the development of personal, social and emotional skills. For example, staff invite children to play in the role play area and encourage children to socialise with their peers as they create models. The staff gently remind children of the importance of sharing toys and being kind.

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

Children are kept safe and secure at the playgroup, as the provider understands their responsibilities towards meeting the welfare requirements of the Early Years Foundation Stage. For example, they understand the signs and symptoms of abuse. All staff have a sound knowledge of how to keep children safe. There are clear policies and procedures in place, which are shared with parents and which safeguard children's health and welfare. The management team implement sound recruitment and vetting arrangements to ensure that staff are suitable to work with children. All staff undergo a two week induction to ensure they are aware of the policies and procedures and the organisation of the provision. In addition, the manager holds a current first aid certificate to enable him to carry out the correct procedures should the need arise.

While the provision has only recently started to admit children, the management understand their responsibilities in meeting the learning and development requirements. However, while some self-evaluation is in place, it does not identify the most needed areas for improvement. For example, the monitoring of staff does not recognise that some do not identify children's next steps for learning or that planning does not always cover all areas of learning. This has a direct impact on the learning and development of the children and the progress they make. The manager understands the importance of working with external agencies. This enables the playgroup to draw on expertise and provide any support for children, so they make sufficient progress their development. The management and staff show willingness to undertake continuous professional development. They regularly access training and attend meetings where they share experiences with other local providers, which helps them in the development of their practice.

Staff develop positive relationships with parents, who comment very positively on the care their children receive. They praise the friendly attitude of the staff and express their pleasure in the way their children's confidence has increased since coming to the playgroup.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## 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 action. 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

<b>Unique reference number</b>	EY451353
<b>Local authority</b>	Manchester
<b>Inspection number</b>	900306
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Manchester Early Learning Centre Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01612257482

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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, which are usually the childminder's 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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