

# Millies Pre-School

St. Mildreds Centre, 30 Bingham Road, CROYDON, CR0 7EB

## Inspection date

Previous inspection date

04/02/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
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	4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff demonstrate a weak understanding of the policy and procedures to safeguard children and promote their welfare.
- The setting is in breach of several of the safeguarding and welfare requirements.
- Staff do not make the most of opportunities to engage all children effectively in activities to ensure that they are developing the speech and language skills needed for the next stage in learning.
- Staff do not provide sufficient support for children who learn English as an additional language to use their home language in their play.
- The facilities provided in the main play area for hand washing do not prevent cross infection.

### It has the following strengths

- Children play and learn in a safe and secure environment. Staff implement effective routines helping children learn how to keep themselves and others safe.
- Children have positive relationships with staff and each other. They are happy, show high levels of both independence and imagination.

## 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 children's play and staff interaction, indoors and outside.
- The inspector and registered provider/manager undertook joint observations of the teaching activities.  
The inspector examined documentation including a representative sample of children's progress and development records, staff suitability records and policies and procedures.
- The inspector talked with all staff, children and held discussions with the registered provider/manager.

## Inspector

Pamela Bailey

## **Full Report**

### **Information about the setting**

Millies Pre-School is one of two early years provision run by an individual provider. It was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from a community hall situated in church premises, located in the London Borough of Croydon. The pre-school has access to an enclosed garden for outdoor play. The pre-school is open each weekday from 9.30am to 12noon during school term time only. There are 42 children on roll aged from two to four years. The pre-school receives funding to provide free early education for children aged three and four years. A total of seven staff work with the children, of whom three hold appropriate early years qualifications at level 3 and two hold similar qualifications at level 2. The registered provider holds Early Years Professional Status. The pre-school supports children who learn 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:**

- ensure opportunities are provided for children to develop and use their home language in play and learning to support their language development at home
- ensure the planning of the educational programme for communication and language consistently supports the development of children's language and vocabulary, with particular reference to children whose language skills fall below the expected level for their ages and stages of development
- update the safeguarding policy to ensure that it is in line with the relevant Local Safeguarding Children Board (LSCB)
- train all staff to enable them to identify signs of possible abuse and neglect, understand the safeguarding policy and the procedures to be followed in the event of a parent and/or carer failing to collect a child at the appointed time.

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

- prevent cross infection by having suitable hand washing facilities and talk with children about the importance of hand washing
- review the systems to support staff development to ensure they fully address any identified training need to bring about improved childcare practice.

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

Staff establish what children can do when they first start by talking to parents and making observations of children's interests. Staff review and reflect on each child's development and make an initial baseline assessment using a tracking system referring to the Development Matters guidance. The learning environment offers a wide range of materials and resources that add to children's experiences. Staff plan activities to cover the seven required areas of learning and children decide for themselves if they wish to play indoors or outdoors. However, planning is not adapted to respond to on-going informative observations of individual children's needs. There is no differentiation planned for individual children's progress in communication and language. Staff are well deployed and interact with the children but do not make the most of opportunities to engage children who are developing below expected levels in aspects of speech. Practices are not effective or matched to the individual child's needs during one to one or group activities. Staff do

not try to tune in to the different messages children are trying to convey by their actions. For example, staff do not use talk to describe what the individual child is doing in order to develop vocabulary and language structure. Children with English as an additional language are not supported to use their home language in play. This is because staff have insufficient knowledge of the language children speak. For example, they do not find out from parents the key words that children use so that they can learn and use these words in the child's home language and support the development of English. Therefore, not all children develop the speech and language skills needed for their next stage in learning.

Children clearly enjoy learning through play and are interested in a broad range of activities. They engage in imaginative role-play, and expressive arts and design. Staff extend children's experiences and expand their imaginations through the provision of materials and activities that enable children to explore different textures, such as paint, dough, water and in joining materials together. Children participate in singing sessions where they are able to act out familiar songs and join in with action rhymes. They listen attentively to stories. Children that are more able confidently use familiar phrases and anticipate the key events in stories. Staff provide activities where children learn to write for different purposes. These help children to begin to ascribe meaning to marks that they make. Staff support all children to recognise and write their names. Staff label coat pegs and individual boxes with names and photographs. Children make name labels, which are used for self-registration. Some children are able to write initial letters of their names or full names with recognisable letters. During role-play activities, children write down meal orders and staff talk to children about what their marks represent.

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

Children are happy, settled, and most display a strong sense of belonging. Children have formed positive relationships with staff and many with each other. Children are beginning to gain an understanding about diversity through activities and celebrations they participate in. Children behave well and play in harmony demonstrating a willingness to keep themselves and others safe. Children are taught to be safety conscious without being fearful. They show a mature response to taking responsibility. Children carry out risk assessments with staff before using the outdoor area, identifying any hazards. They help to pack away the resources and learn how to leave the pre-school quickly and safely in the event of an emergency.

Children take part in activities and daily routines that contribute to a healthy lifestyle. Children engage in a wide range of physical activities that help to develop their balance and coordination. They learn new skills such as balancing on stilts and take part in football coaching sessions. Children enjoy manoeuvring wheeled toys, stopping at the petrol pump and pretending to fill up with fuel before riding off. Staff and children enjoy the fresh air making up games where children can run around following the direction of the frisby in the wind. Children develop healthy eating habits and learn about foods that are good for them. Children grow their own fruits and vegetables and benefit from healthy snacks. Children are able to help themselves to drinking water throughout the session and choose whether to have milk or water at snack time. Many children see to their personal needs

and are developing self-care skills. However, staff do not explain the reasons why children need to wash their hands to help them learn the importance of this. Staff provide facilities in the main play area for hand washing, such as a bowl of soapy water. Many children use this facility to wash their hands after playing with messy activities and before eating snacks. This method of hand washing does not prevent cross infection, so placing children's good health at risk.

There are effective systems in place to support children's transitions from home into the pre-school and to other early years provisions, such as school. Parents are able to stay and settle their children over a period. Children take home and look after the pre-school bear 'Bearemy bear and his suitcase'. Children can talk about and share their experiences in small group sessions. Staff take children to visit the school they are moving on to and the teachers from the school visit the pre-school. The provider, in consultation with staff and parents, has introduced Wednesday afternoon sessions so that children can have lunch together and become familiar with being at the pre-school for a full day.

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

Arrangements for safeguarding children are weak. The designated member of staff responsible for safeguarding children is inadequately trained and lacks knowledge and understanding of the pre-school's safeguarding children policy and procedures. This policy is not written satisfactorily. The majority of other staff working with children demonstrate limited knowledge and understanding of child protection issues. In addition to this weakness, most staff are not fully aware of how to safeguard children's welfare if a parent and/or carer failed to collect a child. Policies and procedures do not follow Local Safeguarding Children Board guidelines. This means that staff do not fully understand their roles and responsibilities in protecting children.

Staff monitor children's progress and use their observations to identify children who may need additional support. However, staff do not use appropriate practices to support children and close gaps in some aspects of learning, particularly communication and language. Staff regularly exchange information with parents, providing them with details of their children's achievements, well-being and development. Staff have implemented the progress check for children aged between two and three years. They meet with parents to discuss and share a written summary of their child's development in the most important required areas, agree the next steps for children's learning and ways to support these at home. Staff identify areas where additional support is needed and obtain consent from parents to liaise with other specialist agencies. However, information is not sufficiently cascaded so that all staff are able to effectively support children's achievements. In addition, staff do not encourage parents whose children learn English as an additional language to contribute words in their home language. As a result, not all children are sufficiently supported to make the best possible progress in all areas of learning. The system for staff supervision and monitoring under performance does not always identify the ongoing support and coaching staff need to improve their personal effectiveness. Nonetheless, staff that are unqualified are supported to gain a professional qualification

and others to obtain a higher level.

Self-evaluation is based on appropriate levels of monitoring and analysis. Management regularly ask parents, staff and children for their views and ensure these are used to inform important decision making about the pre-school. The action taken shows there is some beneficial impact on children's welfare, learning and development. For example, the reorganisation of the main play area means that children make their own decisions about whether to play outdoors. The resources are more visible and easily accessible for children to make choices and staff are deployed effectively to supervise and interact with children in their play. Staff have effective procedures in place to identify dangers, minimise risks and help children to keep themselves safe.

There are clear channels for parents to communicate with the pre-school. The parent 'Blog' gives useful information on how the Early Years Foundation Stage is delivered, routines of the day and photographs of children participating in activities. Parents meet each term at the 'parents' forum' and there is a staff representative. Parents help with fundraising events and the money is used to resource the pre-school with equipment reflecting the children's interests. Parents have also attended basic first aid training at the pre-school. There are some children attending other settings delivering the Early Years Foundation Stage. Staff share information about children's learning and use this to promote children's achievements.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY448177
<b>Local authority</b>	Croydon
<b>Inspection number</b>	811223
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Kim Benham
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 7774679

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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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