

# Millfields Children's Centre Daycare

Elmcroft Street, Hackney, E5 0SQ

<b>Inspection date</b>	26/11/2013
Previous inspection date	11/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning given their individual starting points. They benefit from a wide range of opportunities to play and explore in different situations.
- Staff support children very well in the development of communication and language skills. Children show much interest in books and activities that encourage them to express their own ideas.
- Children feel content and play happily. They are encouraged to make choices and develop a positive attitude towards new learning opportunities.
- There are effective systems in place to monitor and evaluate the provision. Staff are continually encouraged to develop their practice and improve the outcomes for children.

### It is not yet outstanding because

- Staff working in the rooms for children aged over two years do not always explore different ways of engaging and challenging children. Therefore, they miss opportunities to provide imaginative and exciting learning experiences.

## **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.

## **Inspection activities**

- The inspector observed children taking part in a wide variety of indoor and outdoor play activities.
- The inspector talked with members of staff and with the manager of the day care provision.
- The inspector also talked with the head teacher and assistant head teacher of the school and children's centre.
- The inspector carried out a joint observation of an activity with the head teacher.
- The inspector sampled the setting's documentation, in particular those documents that relate to children's progress and safeguarding.

## **Inspector**

Jill Nugent

## Full report

### Information about the setting

Millfields Children's Centre Daycare registered in 2006. It operates from Millfields Children's Centre which is attached to Millfields Community School in Hackney in the London Borough of Hackney. The day care provision is open every weekday from 8am until 6pm for 48 weeks of the year. Children have the use of three separate play rooms and they share access to a central outdoor play area. Children in the baby room have an extra small outdoor play area. In addition groups of children are able to use the school playground under supervision. The day care provision is registered on the Early Years Register. Currently there are 50 children on roll in the early years age group. The day care receives funding for the provision of free early education to children aged two, three and four years. A team of 20 staff are employed to work with the children. All staff hold appropriate early years qualifications. The assistant head teacher is actively involved with the day care provision and one other member of staff has qualified teacher status. The day care supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

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

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

- encourage staff working with children in the over two's rooms to be more imaginative in planning activities around themes in order to further engage and challenge these children in their learning.

### Inspection judgements

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

Staff are effective in meeting the developmental needs of all children and help them make good progress from their starting points. The play areas are well resourced and offer a wide range of indoor and outdoor activities to interest children. Staff working with children under two years of age, make particularly good use of the available space to meet the children's needs. Children in this room are able to relax with staff in comfortable situations while exploring toys or books. They can also choose to take part in messy activities, such as exploring green paint or fine sand. They can easily access a variety of attractive toys, such as shape blocks, which encourage them to use their senses. This flexible approach contributes to these children feeling very content and often having much fun.

Staff provide children over the age of two years with good opportunities to choose between table-top and floor activities. Children especially enjoy looking at books and staff are adept at taking opportunities to encourage children's use of language by sharing books with them. These children also show much interest in drawing pictures. Staff

support children in learning how to express themselves by talking about their pictures and then labelling them with the children's descriptions. Pre-school children become articulate in their communication, for example, they use a variety of different and interesting words to describe the patterns on socks during a matching game. Children especially enjoy role play activities and like to dress up. Staff encourage them to use their imagination by engaging them in conversation, for example, about their ideas for 'cooking a meal' or 'going to a party'. This helps them to make connections with real experiences through play.

Staff encourage parents to be involved in their children's learning and they observe children during their play and exploration. This helps them to identify what children are learning and plan for their next steps in learning. This system works well in enabling staff to support children according to their individual learning needs. Staff working with children under two years of age are particularly effective in incorporating children's interests into their planning. As a result, they successfully engage children in a variety of exciting learning experiences. Staff working with older children are not always as imaginative in their planning, particularly for activities planned around themes. This results in staff missing some opportunities to keep these children engaged and challenged in their learning.

Children enjoy taking part in creative activities and there is much artwork on display, showing use of different tools and materials. Children take part in activities that help them to learn about celebrations and seasons, for example, they find out about the festival of Hanukkah and the changing colours of autumn leaves. Staff teach children how to develop good mathematical skills. For example, they encourage them to count candles on a Menorah lamp stand or use words to compare size and direction as they construct models. Children learn how to match and sort objects according to colour, shape or pattern. They enjoy songs and action rhymes, gradually becoming more able to join in and use words and actions themselves. These activities help children to gain useful skills which support them in their future learning.

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

Staff carry out home visits before children start in the day care and they have strict guidelines in place regarding settling in so that children's well-being is always prioritised. Staff promote children's welfare effectively, ensuring that all children feel secure and well looked after. They are attentive to individual children's care needs. They ensure that good hygiene practices are followed so that children become aware of the importance of good hygiene themselves. Staff encourage children to be independent and this helps them to gain self-confidence in readiness for the next stage in their learning or the move to school. Children benefit from the choices available and are always encouraged to make their own decisions. For example, they choose from a collection of pens for drawing or, at snack times, a collection of fresh fruit to eat. Children enjoy visits to local parks and learn more about the natural environment when growing and tending plants in the centre's roof garden.

Staff encourage children to adopt healthy eating practices by offering a variety of healthy and nutritious meals. Children's individual dietary needs are taken into account when preparing meals. In addition there is always a vegetarian option on the menu. This encourages children to develop new tastes and to enjoy the social aspect of mealtimes. Children have very good opportunities to play outdoors, taking part in a variety of activities, such as painting, role play and construction. Staff teach them to move in different ways in the large outdoor spaces. Children benefit from opportunities to use the adventure equipment in the school playground and to attend yoga sessions, both of which help children to improve their control and coordination.

Children show a sense of belonging, especially when participating in group activities. Staff welcome children cheerfully each day and this helps children to develop good relationships. Younger children play harmoniously alongside others in their group. Older children like to play with friends, for example, on the climbing frame or in the role play areas. Children's behaviour is very good. They are attentive to staff and respond positively to their requests, for example, helping to tidy up before having snack. Staff supervise children well and intervene when necessary to ensure children keep safe, for instance, when children splash water on the floor. They divert children's attention effectively by offering alternative ideas or equipment to interest them.

Staff are very much aware of how young children learn through play. They offer play experiences that support their differing needs as they grow and develop. For instance, very young children have many opportunities to observe others and to learn by copying, for example when investigating paints. Older children enjoy the freedom to explore in their own way, such as when taking part in water play. The pre-school children benefit from more directed teaching, for instance when copying Hebrew letters. Staff support children effectively by joining them in their play and interacting when they see the need, for instance, to show children how to use water flows through a wheel or to help them use scissors correctly. In this way they help children to develop a positive attitude towards learning and to enjoy new experiences in readiness for school.

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

The assistant head teacher works closely with the day care manager to manage and run the provision. This liaison is particularly effective because it enables expertise to be shared between the school, children's centre and day care, benefiting both staff and children. There are very good procedures in place to promote the safeguarding of all children. The written policies are regularly updated to ensure they include the correct information and guidance. All staff undergo the necessary checks to make sure they are suitable to work with children. All parents and visitors are given written information about safeguarding so that they are fully aware of the setting's responsibilities in this area.

Staff are well trained in safeguarding issues and know what to do if they have any concerns relating to child protection. They follow set procedures correctly if, and when, concerns arise. The day care manager ensures that the premises are risk assessed

effectively. Staff take an active part in making sure that potential risks are minimised so that children keep safe. The assistant head is vigilant about monitoring records relating to children's health and safety. For example, she has included a system of body mapping on accident forms so that parents receive clear information about any injuries sustained by their children. Staff supervise children well at all times, both in the setting and on outings.

Adult to child ratios are generally high and staff are well deployed around the setting. They rotate effectively to maintain a 'free flow' system between the play rooms and outdoor play area so that children can choose where they want to play. There are effective tracking and monitoring systems in place and these enable the management team to keep a check on the quality of the educational programme. The assistant head and day care manager monitor children's individual observation files. In addition they observe staff's practice and talk with individual staff about their professional development. When wanting more detailed information about staff's practice in a particular area they conduct 'Learning walks', detailing areas of strength and those aspects requiring further improvement. These monitoring systems work very well in highlighting aspects of the provision that need extra support or further development.

Staff form good partnerships with parents, which contribute to children feeling very much at home in the setting. Parents receive detailed information about the childcare provision and how they can become involved. For example, parents are invited to share particular skills with children or to attend special family afternoons, when they can join in different activities around a special theme.

Parents are given ideas for supporting their children's learning at home and attend consultations where they exchange information about their children's progress. The management team have recently introduced a system of 'integrated reviews' which enable staff and parents to meet together with other professionals, for example, to share and discuss two-year-old children's progress checks. The day care's close links with the children's centre enable staff to seek advice and support, which is of much benefit to individual children and families. In this way, they ensure continuity of care for children with any special educational needs and/or disabilities.

The management team continually evaluates the provision for children and maintains an ongoing development plan. The team is proactive in driving improvement and keen for the provision to be totally integrated with the children's centre and the school. Staff are encouraged to attend training courses to further their knowledge and understanding. For example, since the previous inspection they have learnt how to explore a range of ideas when planning creative activities for children. The management team has relevant focused targets for the future, which help to raise the quality of provision for children. Staff are fully consulted about any new plans. The assistant head teacher liaises with the local authority's learning trust before implementing any major changes, especially those involving strategic alterations to the setting.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY345034
<b>Local authority</b>	Hackney
<b>Inspection number</b>	941453
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Millfields Community School Governing Body
<b>Date of previous inspection</b>	11/02/2011
<b>Telephone number</b>	0208 985 7898

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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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