

Millfield Pre-school

Unit 3, Millfield Community Centre, Lincoln Road, Peterborough, PE1 2PE

Inspection date

12/03/2014

Previous inspection date

05/11/2008

The quality and standards of the early years provision

This inspection:

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 who speak English as an additional language make outstanding progress in relation to their starting points because staff know children well and plan effective support to narrow gaps in achievement.
- Children benefit from a language and literacy rich environment which enables them to develop skills through play and exploration, with an appropriate balance of child-initiated and adult-led experiences. This ensures children's progress is at least good and they are engaged and focused on tasks, enjoying what they do.
- All staff, including those who are bilingual, support families to become involved in their children's learning, embracing children's own cultures and ensuring the pre-school is fully inclusive. This means children feel welcome, safe and secure.
- The manager and staff team demonstrate commitment to improvement and share knowledge from training so that all children benefit from new skills and initiatives.

It is not yet outstanding because

- Opportunities to pass on key messages to children about healthy choices and how these contribute to a healthy lifestyle are not always used.
- There is scope to further develop information and communication technology resources to enhance children's skills in this aspect of their learning.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed experiences for children in both the indoor and outdoor learning environments.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the manager and checked self-evaluation evidence.

Inspector

Michelle Lorains

Full report

Information about the setting

Millfield Pre-school opened 30 years ago and has been located in the present building for over 20 years. It is registered on the Early Years Register and operates from a room in a former school now used as a community centre in Millfield, Peterborough. The pre-school serves the local community. The group employs eight part-time staff, six of whom have early years qualifications at level 3.

The pre-school opens five days a week during school term times. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. There are currently 49 children on roll who attend for a variety of sessions. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's progress further by ensuring that all opportunities to convey key messages regarding diet and physical exercise are used effectively, in order for children to learn how to make healthy choices and understand how these contribute towards a healthy lifestyle
- support children's ability to use information and communication technology resources independently, for example, by increasing their availability.

Inspection judgements

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

The quality of teaching in this provision is consistently good and some elements are outstanding. Children make excellent progress in communication and language in relation to their starting points, and in particular, those children with English as an additional language are very well supported. Gaps in development are narrowing as skilled staff use a range of resources around the provision, such as action cards and visual prompts, which support children's communication and language skills. A quiet work station area is used for one-to-one time for children with special educational needs and/or disabilities. This ensures that children benefit from specific support which is tailored to suit their interests. For example, picture cards of cars, trucks and vans are used for a child who likes transportation vehicles, to encourage the development of speech using two words together and following instructions.

A balance of child-initiated and adult-led experiences means children take an active part in their own learning and are encouraged to choose the resources they would like to use. While there are many open-ended resources available for children, there is scope to improve the range of information and communication technology equipment and resources so that children have more opportunities to develop their skills in this aspect of learning. Children benefit from staff who respond to their needs effectively and use their interests to plan the next steps in their learning. This means that children are able to play, explore and learn through challenging, achievable and stimulating experiences. For example, children have free-flowing access to the outdoor environment where they use small tools to plant seeds to grow flowers. This is extended indoors where children then bring the pots and care for them, learning about life cycles and making observations, offering explanations about 'what might grow in my pot'. Children are interested in what they do and show pride in their creations as they are displayed effectively around the setting, enabling them to make links to their own learning and celebrate their achievements.

Partnerships with families are good. This is because key people form close relationships with families and information sought from home in an 'all about me' booklet forms an essential part of the planning process, ensuring children's individual needs are met. Bilingual staff ensure there are no communication and language barriers between staff and families, therefore promoting inclusive practice and creating a strong community and family feel. Parents are kept well informed of their children's progress and make contributions to learning journey records and assessments.

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

Children's behaviour is managed well and this contributes to the development of their emotional well-being. Staff use a sand timer to encourage children to manage turn taking and also have visual cards to enable children to see the effects of their behaviour. Children respond well to this tool, and as a result, the atmosphere is calm and children have a developing sense of respect for themselves and others. Children show confidence and independence using both the indoor and outdoor environment and are able to put on their own coats and hats, which they collect from the cloakroom on their way outside. They are encouraged to wash their own hands after using the toilet, and facilities are in place so children are able to independently blow their own noses.

Staff have high expectations of children and encourage them to be independent and manage their own safety. For example, during the preparation of toast, children are provided with a small knife and chopping board, which is appropriate for them to use independently. The practitioner encourages the children to use them safely and talks about what happens if they put knives in their mouths and what things might they cut up with them. Consequently, children are very able to use resources safely and skilfully. Snack time is continued throughout the session and children are encouraged to join in with the preparation of food with support from their key person. However, key messages for children to think about which foods are healthy are not always used effectively. A self-registration system is used for children to monitor who has had snack, and this is varied according to children's level of development. For example, a familiar picture accompanies

the name of children unable to recognise their own name in print.

Children who are ready to attend school have the skills to do so, and staff ensure information is passed on to ensure the transitions are smooth and positive for children. This includes support for children with special educational needs and/or disabilities, as relevant individual education plans are shared with external agencies, such as speech and language therapists. Attachments with key people are strong and children are settled and happy during their time in the provision. They benefit from one-to-one time to engage in specific experiences, although it is very clear that all staff know the children well and are able to support them effectively.

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

The manager demonstrates capability to monitor the teaching and learning within the provision, and this knowledge is passed on to staff members who effectively and accurately monitor children's progress. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities, both of which are very effectively targeted and monitored by key people who ensure the gaps are narrowing by planning effective support and interventions. Policies and procedures are up to date and made available to staff and families. Safeguarding practices are good and staff demonstrate an understanding and a commitment to keeping children safe. Training is accessed regularly and Disclosure and Barring Service checks are sought to ensure all staff who work with children or have regular contact are suitable to do so.

The manager ensures all staff are able to access support and training relevant to their needs following appraisals and supervisions. The manager has a very secure understanding of the safeguarding and welfare requirements and ensures that all staff understand their roles; this means children are kept safe and secure while in their care. Training has been sought, particularly in the area of communication and language, with most staff able to use Makaton very effectively to support children. All staff have contributed in developing books that include visual aids for children, and this is discussed professionally during team meetings in an effort to continually add to this in order to diminish language barriers.

Parents speak very positively about this provision. Comments include 'They could improve on nothing, I would recommend them 100%' and 'I chose here because of the staff. They are friendly, caring and it feels homely. My children love it here'. Partnerships with families are excellent and the effective partnerships with external agencies and relevant professionals ensure children receive appropriate and timely interventions where needed. Systems are in place for students to be supported throughout their programme of learning, and the setting currently works alongside local training providers to offer placements. Self-evaluation demonstrates that the manager and staff team reflect on how to improve their practice and provision continually, with help from a committee made up of parents whose children attend or have attended. Vast improvements have been made over previous years including the training of more staff to achieve qualifications at level 3, attend first aid training and the development of the outdoor learning environment. Staff

monitor the areas used by children and regularly hold meetings where they discuss how areas can be improved for children to be more engaged in their play and use. This demonstrates the staff commitment to continuous improvement as they strive towards excellence.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	256788
Local authority	Peterborough
Inspection number	864596
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	49
Name of provider	Millfield Pre-school Committee
Date of previous inspection	05/11/2008
Telephone number	01733 310 898

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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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