

# Margaret McMillan Children's Centre

Farnham Road, BRADFORD, West Yorkshire, BD7 3JE

<b>Inspection date</b>	04/12/2014
Previous inspection date	17/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
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

- Leadership and management of the setting is inadequate. This has led to breaches of the legal requirements relating to notifying Ofsted of changes to the registration and to significant weaknesses in the learning and development requirements.
- Staff are not always effectively using their observations to accurately monitor children's progress across all areas of learning or to clearly identify next steps in learning so that they can plan challenging experiences to support progress.
- Staff are not always proactive in risk assessing specific activities they are undertaking, especially with regard to the younger children brushing their teeth after meals. In addition, there is not enough emphasis placed on adopting effective hygiene routines during meal times and developing children's understanding of healthy eating.
- Staffing is not robustly planned by management to ensure that there is always sufficient deployment of staff who hold a relevant paediatric first-aid qualification.

### It has the following strengths

- Caring staff provide a suitable selection of quality resources and conversations which help children learn. Key persons know children well, children enjoy playing alongside them and with their friends, and their confidence, communication and independence skills develop well.

## 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 had a tour of the setting.
- The inspector carried out a joint observation with the deputy manager.  
The inspector carried out a meeting with the management team of the setting and
- discussed a range of policies and procedures, including the safeguarding policy, accident and medication records.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the setting's self-evaluation and action plans.
- The inspector observed teaching and learning activities, including in the outdoor environment and meal times, she spoke to staff and children at appropriate times.

## Inspector

Amanda Forrest

## **Full report**

### **Information about the setting**

Margaret McMillan Children's Centre was registered in 1999 and is run by a voluntary committee with parent representatives. It is on the Early Years Register. The day care facility operates from three playrooms in a purpose-built building in the Great Horton area of Bradford, West Yorkshire. All rooms have their own secure outdoor area. There are currently 98 children on roll, who are all in the early years age range. The setting is open from 8am to 6pm for 51 weeks of the year. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language. The setting employs 21 staff. Of these, 17 hold early years qualifications at level 3 or above and two staff members hold a qualification at level 2. In addition to this, there is a designated cook and a business manager.

### **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 of children's achievements, interests and learning effectively to monitor their progress against the areas of learning, to clearly identify their next steps in learning and to plan challenging, age appropriate and enjoyable experiences to support their individual learning needs
- improve the staff's understanding of the need to be aware of additional potential hazards when children undertake tooth brushing after meals, for example, manage effectively the procedures to support children to understand the safety issues that arise at this time.

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

- ensure that monitoring is put in place to review the progress of all children and to clearly identify where intervention is required, in order to improve the accuracy of teaching
- ensure staff adopt a constant approach to fostering effective hygiene routines so that children learn about the importance of being healthy, to help them to manage their own personal need, especially around providing adequate resources for children to eat out of, promoting effective hand washing and to discuss the healthy options which are provided
- ensure staffing arrangements are effectively planned in order to always meet the required deployment of first aiders in the setting.

**Inspection judgements**

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

The quality of teaching is varied throughout the setting and children's learning and development are not sufficiently supported. Staff have an appropriate knowledge and understanding of the Early Years Foundation Stage and understand how young children learn. However, the systems that are in place to observe and assess children's development which then inform planning do not support staff to fully understand and plan for children's next steps. As a result, children are not always provided with challenging and purposeful experiences to help them to make good progress. Overall, children are generally working within the typical range of development expected for their age and make satisfactory progress in readiness for school.

Staff have created a warm and caring environment for children to learn in. They sit close to children and involve themselves in play opportunities, which children clearly enjoy. For instance, older children create chocolate cakes and muddy chocolate puddles in the mud kitchen outdoors and staff extend this by talking about recipes and what children might add next. Children use their critical thinking skills when they have added too much water to the mud, they use scoops and jugs to remove water to make the mixture the right consistency. Younger children enjoy splashing in the water and working with trays of pasta and a variety of spoons, as they explore textures and capacity as they fill various containers. They request more water or pasta as it begins to disappear or run out. This shows children are using their knowledge of what they know to continue their enjoyment and learning. Staff support young babies' communication and language development as they listen and respond to their actions appropriately. For example, during a story session, staff encourage children to extend their babbling and imitate noises so that babies can listen and copy them. Staff sing children's favourite songs, look at books and provide musical instruments which the children clearly enjoy exploring as they begin to understand how they can make sounds with them. Children who speak English as an additional language, are well supported in the setting. For example, staff skilfully model how to pronounce words in English so that children become confident in their speech.

Parent partnerships are developed. Staff discuss each child's day with their parents when they collect children. They talk about what children have enjoyed and staff also discuss any concerns they have regarding children's learning and development. This helps to keep parents involved in their child's learning so that they can support children at home.

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

Children's well-being is compromised in the setting because staff do not think beyond the obvious documented hazards to ensure children's safety. For example, young children are at risk of choking as they wander around with toothbrushes in their mouths, while staff are busy tidying away and other children are getting ready to go outdoors. In addition, staff do not place enough emphasis on effective hygiene routines during meal times. For example, children are not offered bowls for their fruit and place this on their used plates which they have eaten their main meal on or place it on the table. In addition, hand washing for the younger children is not always effectively organised to involve the children to a good level. Snack times are social occasions where children sit together, which promotes their social skills through conversation. Children talk about their favourite fruits and the benefit of drinking water. However, staff do not always focus more precisely on the benefits of eating the healthy foods, which are served daily to extend their knowledge of healthy lifestyles. Consequently, children are not adopting good practices for future personal skills and their well-being is not effectively protected.

Children enjoy secure relationships with warm, caring staff and parents value the family feel to the setting. As a result, children show in their behaviour that they feel safe, confident and independent. For example, babies form secure attachments and snuggle in for hugs, and older children choose to include staff in their play, as they fill and pour water, pretending to make drinks in the water outdoors. Staff offer a gradual settling-in procedure to ensure children feel safe and secure before they are left without their

parents. Children's routines and care needs are discussed and parental wishes are adhered to. This means relationships with children and parents are quickly created and parent comments show that they are pleased with the setting and the staff. All children display good levels of confidence and self-esteem and behave well because staff remind children of the rules and boundaries. For example, staff play with the children and encourage them to share and take turns with the toys and offer lots of praise and encouragement.

Outside play is a strength of the setting and staff encourage children to access the outdoors whenever they wish. Children are also learning how to keep themselves safe. For instance, children are supported to climb, balance and manoeuvre themselves around obstacles, as well as exploring the environment independently. Children are prepared emotionally, for the move to school because the staff have made links with the local schools the children will be moving to. They invite teachers to visit the setting so they can find out about children's needs and personalities.

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

The leadership and management of the setting are inadequate. The provider has not met some of the requirements of the Early Years Foundation Stage. The manager has failed to notify Ofsted of changes of individuals linked to the setting. For example, she has not informed Ofsted of changes to the committee members and checks to ensure their suitability have not been completed in a timely manner. This is an offence and constitute a breach in the requirements. The staff team have an appropriate range of relevant qualifications and first-aid training. However, staffing is not robustly planned to ensure that there are sufficient first aiders caring for all age groups of children, so that emergencies can be responded to quickly. For example, staff in the baby room do not have evidence that they are trained and there is no emergency procedure in place to summon a qualified first aider in the event of an emergency. As a result, children's overall safety and well-being is compromised.

Child protection is given high priority in the setting. All staff complete safeguarding training, and demonstrate that they know what they should do if they have any concerns about a child. The safeguarding policy has been updated to include guidance on the appropriate use of mobile phones within the setting and a poster has been displayed on the entrance door to remind parents and visitors of this. Risk assessments are in place to check the environment and to identify and minimise most risks on a daily basis. The provider has established procedures to monitor, review and improve the effectiveness of the educational programmes. However, staff's understanding of planning, observations and assessments are weak and are not regularly reviewed to improve the quality. Therefore, staff do not always plan challenging and enjoyable activities for children across the seven areas of learning, based on children's individual next steps and interests. This affects the progress that children can make during their time in the setting. Through regular meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. For example, they comment through the self-evaluation process about further developing the outdoor area and attending training

relating to forest schools.

Partnerships with parents are sound. Parents are invited to review their children's learning journal and talk to their child's key person about their progress on a regular basis. This enables parents to put forward their views about their children's learning and development. The regular newsletter keeps parents informed of forthcoming events and changes in the setting. Parents complete surveys and comment that they are 'delighted' with the progress their child is making. The manager has developed links with the local school children attend so they can prepare children for the eventual move to school. The setting has forged adequate working relationships with other agencies to support children with special educational needs and/or disabilities.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	301968
<b>Local authority</b>	Bradford
<b>Inspection number</b>	855011
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Margaret McMillan Children's Centre Committee
<b>Date of previous inspection</b>	17/06/2010
<b>Telephone number</b>	01274 576851

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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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