

Margaret McMillan Children's Centre

Farnham Road, Bradford, West Yorkshire, BD7 3JE



Inspection date

14 May 2015

Previous inspection date

4 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and some staff demonstrate outstanding practice in their interactions with children. Children make good progress and develop high levels of motivation and concentration because activities cater for their individual interests.
- Staff are skilled in introducing vocabulary to build on all children's language development and have strategies in place that are effectively support children learning English as an additional language. Staff also support parents in continuing children's language development at home.
- Effective partnerships with parents and strong links with the local schools mean that there is a cohesive approach to meeting children's needs and ensure that they are prepared for the next stage in their learning.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. These shared celebrations help all children feel valued.
- The manager and her team have a strong commitment to continuous improvement. Systems have been implemented to audit and reflect on the quality of the provision and ensure priorities for improvement are identified and acted on in a timely manner.
- Staff have a clear understanding and follow robust procedures relating to aspects of safeguarding, including child protection and safety in the nursery.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to challenge all children and extend their learning to the optimum level.
- The manager does not always disseminate the teaching demonstrated by experienced staff members, to support new and less-experienced staff.

What the setting needs to do to improve further

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

- extend opportunities to challenge children's learning, for example, by allowing children more time to think about their responses and to extend their ideas
- cascade the very good teaching skills in the nursery, so that all staff use consistently high-quality interactions to extend the learning opportunities for all children.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to parents, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with one of the deputy managers in the outdoor area.
- The inspector held discussions with the manager and deputy managers.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at a sample of children's assessment records and planning documentation.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff carry out regular observations of children and work with parents during the settling-in process to find out what children already know and can do. This information is used to identify and plan for children's individual learning needs. Babies enjoy playing with the water and a selection of balls and tunnels when they play outside. Older children are totally absorbed when they explore the garden area and excitably talk about a 'bug hotel' they have built and the insects that might visit. They use their imaginations well as they re-tell tales of spiders, beetles and caterpillars that they have found. Staff develop this further by introducing numbers and becoming totally engrossed in the children's play. Outside, children access an excellent range of resources, where they learn to climb, play ball games and build with construction equipment. They recognise numbers on the wall and link these into their play. Adults help children to develop their language and communication skills, including those who speak English as an additional language. Adults ask high-quality questions. However, they do not always allow children time to respond and listen to what they have to say. Overall, children make good progress and gain the skills they need to be ready for the move to the next room or to school.

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

The key-person system is highly effective in securing strong bonds with children and their families. As a result, children are happy and feel secure in this safe environment. This promotes their emotional well-being. They learn to share, take turns and are developing good social skills. Praise is used well to motivate children. This boosts their self-esteem. As a result, children are developing in confidence and their behaviour is good. Children have access to the outdoors, which provides good opportunities for daily physical activity. Their independence is well promoted as they freely access resources within the environment. Children enjoy healthy snacks and meals, which contribute positively to their good health. Children follow good hygiene routines and manage their personal care needs well. They understand that they need to wash their hands at key times throughout the day and follow good procedures when brushing their teeth.

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

The management team has a secure understanding of the learning and development requirements and how to keep children safe. They are effective in driving improvement. Actions and recommendations from the last inspection have been addressed well. For example, all staff understand the changes in the assessment process, which provides clear next steps in children's learning. In addition, the management team regularly monitors the individual progress and checks the accuracy of children's ongoing assessments. Staff supervision are in place to support the well-qualified team. However, there is scope to disseminate the outstanding teaching demonstrated by some staff members to support new and less-experienced staff. Staff attend training courses to extend their knowledge and meet statutory needs, such as first-aid and safeguarding training.

Setting details

Unique reference number	301968
Local authority	Bradford
Inspection number	1001617
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	102
Name of provider	Margaret McMillan Children's Centre Committee
Date of previous inspection	4 December 2014
Telephone number	01274 576851

Margaret McMillan Children's Centre was registered in 1999. The nursery employs 21 members of childcare staff, 17 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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