

Miles Platting & Ancoats Children's Centre

Sure Start Childrens Centre, Holland Street, MANCHESTER, M40 7DA



Inspection date

14 December 2015

Previous inspection date

4 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good, particularly when children are being supported in small groups. This means that children's potential for learning is not maximised.
- Information gained from observing children as they play is not consistently used to assess and monitor their learning and development. Therefore, planned activities do not always offer appropriate challenge.
- Routines do not always support children to build their independence skills.

It has the following strengths

- Children have made positive attachments to staff. They often invite staff to join in their play. Children are happy and content. Staff offer reassurance to children if they become a little unsettled and strengthen their emotional well-being.
- Partnerships with parents are in place. The views of parents are welcomed as part of developing the service further.
- Children independently access resources and follow their own interests as they play.
- Children who speak English as an additional language, disabled children and those with special educational needs are supported. Staff have effective partnerships with a range of other professionals.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that planned purposeful play is offered throughout the day and that consistently good teaching, particularly during focused group activities, helps all children in making at least good or better progress	31/01/2016
■ improve the observation and assessment process, in order to better understand children's individual levels of achievement, monitor their progress and accurately plan for the next steps in their learning and development.	31/01/2016

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

- develop routines to help promote and encourage children's independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of teaching with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector took account of parents' views through written comments.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff have a reasonable understanding of the Early Years Foundation Stage requirements. They are well qualified and attend regular training. This has a positive impact on children, as staff develop their understanding of good practice. The arrangements for safeguarding are effective. Staff are aware of the authorities they must contact should they have concerns about a child's welfare. Risk management and daily safety checks are in place to ensure the environment is safe for children. Staff have been pro-active in ensuring all previous actions have been addressed. The management team evaluate their service and have identified key priorities for improvement. They are taking advice and looking into developing their systems for assessing and monitoring children's progress. Partnerships with parents are in place to meet children's needs.

Quality of teaching, learning and assessment requires improvement

Staff complete observations of children as they play. However, they do not use these to identify children's development stages or assess and monitor their ongoing progress. In addition, the quality of teaching is inconsistent throughout the day. When children are in small-focused groups, staff do not always consider their own use of language. For example, they use abbreviated words and ask children closed questions. Children are not challenged or given the opportunity to think and extend their learning. They make some progress in their development but learning experiences do not always help them achieve their full potential. This means that children do not make the best progress they can in preparation for school. However, nearly all children are within the typical range of development for their age.

Personal development, behaviour and welfare require improvement

Staff have created a friendly environment where children are warmly welcomed and settle quickly. Children are free to choose from a range of resources and to follow their interests. However, routines throughout the day do not always promote children's independence and self-care skills. For example, at snack time, children do not have the opportunity to serve themselves. While at other times, children are not consistently encouraged to tidy away resources after they have finished playing. In general, staff are aware of different behaviour strategies which promote positive behaviour. Staff play alongside children and help them understand the concepts of taking turns and sharing. They help children learn about the local community and the wider world. There are effective partnerships in place with parents and local schools. This helps to support children as they move to school.

Outcomes for children require improvement

Children's learning and development are variable and are not yet good. Children gain some of the key skills they need in preparation for when they start school.

Setting details

Unique reference number	EY373479
Local authority	Manchester
Inspection number	1028093
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	48
Name of provider	Family Action
Date of previous inspection	4 March 2013
Telephone number	0161 205 7402

Miles Platting & Ancoats Children's Centre was registered in 2008. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. The out-of-school club operates Monday to Friday from 3.30pm until 5.45pm, term time only. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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