

# McMillan Early Childhood Centre

Judge Heath Lane, Hayes, Middlesex, UB3 2PD



<b>Inspection date</b>	29 June 2016
Previous inspection date	13 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has made significant improvement since the last inspection and continues to evaluate the quality of the provision to further improve outcomes for children.
- Children behave well. Staff consistently use positive methods to promote good behaviour throughout the nursery.
- Partnerships with other professionals are strong. This helps to ensure consistency in children's learning and development and contributes towards the good progress they make.
- Children enjoy outdoor play. They learn about how things grow and about healthy eating.
- All children make good progress and receive the help they need to close any gaps in their learning quickly.

### It is not yet outstanding because:

- The nursery does not consistently obtain detailed information from parents about their children's abilities when they start to target planning as effectively as possible.
- Staff do not make the most of all opportunities to promote children's independence.

## What the setting needs to do to improve further

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

- extend the information gathered from parents about their children's learning and development on entry, to support the precise planning to meet their individual needs as early as possible
- offer more consistent support for children to develop their independence.

### Inspection activities

- The inspector observed activities.
- The inspector held discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector observed the quality of teaching and learning.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs and symptoms that might cause them concern about children's welfare. There is a clear structure for reporting any concerns to senior staff who, in turn, know how to pass these on to the relevant professionals. Staff are vigilant in supervising children as they play, sleep and eat. They implement effective procedures to help staff understand their roles and responsibilities, and keep children safe and secure. The management team monitors staff practice and encourages their professional development well. For example, training has helped staff to offer more learning opportunities outdoors. Since the last inspection, managers have improved monitoring systems. They ensure that staff regularly assess children's progress and plan challenging activities to effectively promote their learning.

### Quality of teaching, learning and assessment is good

The staff are very motivated and plan interesting activities based on the children's interests, ages and stages of development. They closely observe and assess children's learning to form a clear overview of their good progress to share with parents. Staff introduce new words to encourage children's good communication skills. Managers and staff use effective systems to monitor the impact of teaching for different groups of children. This helps to ensure they identify the progress children make and where they need to provide additional support for them to achieve well. Staff teach children to negotiate space and play cooperatively. For example, children steer bikes and enjoy making ramps together on which to go up and down. Staff ignite children's conversations and exploration through well-planned activities. For example, children develop their knowledge as they care for the nursery's guinea pigs.

### Personal development, behaviour and welfare are good

Staff quickly respond to children's needs, helping to promote their physical and emotional well-being. They help children to form good relationships and feel safe and secure. Staff provide opportunities for children to develop their physical skills. For example, children develop large and small muscles using a variety of apparatus and resources, such as jumping on the trampoline and handling playdough. Children follow good hygiene routines and observe staff's good practices. Children enjoy nutritious snacks and meals.

### Outcomes for children are good

Children are confident and motivated to learn, making choices in their play. They develop good social skills and begin to manage their personal care needs competently. Young children enjoy exploring natural materials. For example, they shake bottles of pasta and delight in the sounds that they make. Children achieve key skills that prepare them well for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY280910
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	1022566
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	McMillan Early Childhood Centre
<b>Registered person unique reference number</b>	RP523525
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	0208 573 4427

McMillan Early Childhood Centre registered in 2004. It is situated in the London Borough of Hillingdon. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The provider employs seven staff; all of whom hold appropriate early years qualifications at level 2 or level 3. The provider receives funding for the provision of free early education to children aged two years.

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