

# Millfield Pre-school

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



## Inspection date

5 May 2017

Previous inspection date

12 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form strong, emotional bonds with their key person. They are confident to approach staff to ask questions and tell them their needs. Children welcome the close interaction from staff in their play.
- Older children demonstrate good language skills both in English and in their many home languages. Bi-lingual staff offer very good support to children in the pre-school and help to provide effective communication with the families that attend.
- Staff plan effectively for individual children's learning and monitor their progress. This includes children who have special educational needs who receive specific, targeted support to meet their individual needs.
- Good relationships are in place with parents and they welcome the constant discussions about the progress their child is making. Staff consistently provide parents with thoughts and ideas about how they can continue to support learning at home. Parents feel they are very well supported and listened to.

### It is not yet outstanding because:

- Effective systems to check the precise progress different groups of children are making, are not yet in place to ensure children reach the highest level in their learning.
- Although a culture of supervisions and monitoring of staff practice is in place, it is not yet focusing strongly enough on raising teaching to the highest level.

## What the setting needs to do to improve further

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

- sharpen the focus on analysing the progress made by different groups of children, identifying the impact of any gaps in teaching on their levels of attainment
- strengthen the current systems in place for performance management to build a more in-depth programme of professional development, that raises teaching to the highest level.

### 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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Effective recruitment and vetting procedures ensure staff are suitable and appropriately qualified for their role. Staff are trained in child protection and demonstrate a clear understanding of the procedures to follow should they have concerns about children or adults. Staff are well deployed to ensure that children are continuously supervised. The manager monitors the progress individual children make through staff's assessments of children. Mandatory training is attended. Other training, such as supporting two-year-old children, helps to support the needs of the children in the setting and enhance their experiences. The manager is aware of the pre-school's strengths and weaknesses and seeks the views of staff, the committee and parents when reviewing practice.

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

Staff know their key children well and provide a broad range of activities based on their interests and individual needs. Staff consistently engage with children. They talk to them and encourage conversation to help develop their language and thinking skills. Older children make very good attempts to write their name on their work and are encouraged to recognise the initial sounds in words that letters represent. They enjoy developing their writing skills in other ways as they paint the walls and floors outside with brushes and water. Younger children show curiosity as they engage in new sensory experiences. They show fascination with glue as it drips from the spatula to the paper. Effective links are in place with local schools to support children as they move on in their education.

### Personal development, behaviour and welfare are good

Children are happy and enjoy spending time in the setting. They display high levels of confidence and curiosity in the pre-school. Behaviour is good and children show clear familiarity for the routines of the day. They learn to take turns and share resources, such as when using electronic tablets or waiting to use the indoor slide. Children relish the responsibility of small tasks that encourage their independence. Children enjoy being the special helper of the day, as they prepare snack by cutting apples and buttering toast. Children's health and physical development are promoted effectively. They are growing and learning to care for vegetables and confidently negotiate different levels in the garden.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. Children are beginning to use their listening skills well in large group times and learn to take turns with their friends when answering questions. Children are learning good skills, both in mathematics and literacy that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	256788
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1087730
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Millfield Pre-school Committee
<b>Registered person unique reference number</b>	RP517227
<b>Date of previous inspection</b>	12 March 2014
<b>Telephone number</b>	01733 310 898

Millfield Pre-school registered in 1997. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 to 4. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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