

Inspection of Margaret McMillan Children's Centre

Farnham Road, Bradford, West Yorkshire BD7 3JE

Inspection date: 17 December 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress from their individual starting points during their time at this inspiring nursery. They are very well prepared for the next stage of their educational journey, including preparing them for starting school. Staff set high expectations for all those in their care through a systematic, imaginative, well-planned curriculum for all areas of children's learning. Staff build strong bonds with children and their families through, for example, a supportive and carefully considered induction process and detailed and regular communication. This lays a secure foundation for children's future learning.

Children, including those with special educational needs and/or disabilities (SEND), learn to be happy, independent, confident communicators. For instance, two- and three-year-old children build strongly on their language skills as they explore the different textures in their winter sensory play. They accurately use words such as 'soft', 'powdery' and 'sparkling' as they respond to staff's consistently thoughtful questions.

Children are safe and secure. Staff are very positive role models and children learn to share and take turns and be kind to each other. Children who find it difficult to manage their emotions are very well supported to play with others and to increasingly join in group activities. Parents appreciate how well the staff know their children as individuals and the strong guidance they offer to boost learning at home.

What does the early years setting do well and what does it need to do better?

- Staff provide highly effective support to children with SEND and those who may be disadvantaged and need further support. They work closely with other professionals, such as early help, inclusion teams and speech and language therapists, to identify and address gaps in learning at an early stage. Leaders make excellent use of additional funding received to, for example, enrich children's early literacy, enjoyment of books and the development of balancing and other physical skills.
- Leaders are highly ambitious to ensure that every child achieves their full potential before moving on to the next stage in their learning. There are very robust, positive procedures in place to consistently develop staff's skills and passion for their roles. They ensure staff know all the children thoroughly through, for example, weekly planning meetings and regular in-house and other training activities. Staff morale is high.
- Staff develop children's speaking and listening skills extremely well. They skilfully plan, for example, to introduce them to a rich vocabulary built on their own interests and widening knowledge of the world. They take every opportunity to

help children deepen their vocabulary. For instance, children learn to describe the 'crunchy', 'delicious', 'sweet' and 'healthy' food as they independently prepare their fruit salads at snack time or construct 'amazingly high' towers in construction play.

- Staff strongly encourage a love of books and songs. Staff identify a core range of songs, rhymes and books that motivate and engage children as they progress through the nursery. For instance, one-year-old children build anticipation as they lift the flaps and learn the different animal sounds as they listen to 'Dear Zoo'. Older children learn to recognise the emotions different characters feel in their stories and enjoy the alliterative rhymes in 'The Bear Hunt.'
- Children's positive behaviour and attitudes are extremely well-promoted. Staff are consistently mindful of the children's immediate personal and emotional needs and use smiles, praise and cuddles to reassure them and build relationships. They encourage children to say 'please' and 'thank you' as they play and learn.
- Staff work closely with all families, including those who speak English as an additional language, to support children's language development and cultural awareness. They involve parents in sharing keywords and cultural experiences and make very good use of the multilingual skills of the staff to support children's learning. For example, children develop early counting skills and join in well-known action songs and rhymes sung in their home language as well as English.
- Children's health, well-being and physical skills are developed well. Children build their physical and problem-solving skills as they progress from simple climbing and balancing activities to initiating and negotiating challenging obstacle and climbing courses. Children learn about dental health through role play and stories and enjoy trying different healthy foods with the well-prepared, nutritious meals.
- Parents strongly recommend the nursery to family and friends, and several families travel some distance to attend. They comment very positively on children's communication and social skills, which ensure they are well prepared for their later learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	301968
Local authority	Bradford
Inspection number	10367998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	66
Number of children on roll	78
Name of registered person	Margaret McMillan Children's Centre Committee
Registered person unique reference number	RP523128
Telephone number	01274 576851
Date of previous inspection	5 March 2019

Information about this early years setting

Margaret McMillan Children's Centre registered in 1999 and is located in Bradford, West Yorkshire. The nursery employs 19 members of childcare staff. Of these, 17 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, including disadvantaged children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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.

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