

# The Howgill Kabin

Inspection report for early years provision

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**Unique reference number** EY377422  
**Inspection date** 12/05/2009  
**Inspector** Valerie Block

**Setting address** St. Marys RC Primary School, High Road, WHITEHAVEN,  
Cumbria, CA28 9PG

**Telephone number** 01946 592551

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Howgill Kabin is one of several childcare settings run by the trustees of the Howgill Family Centre, which is lead body for the Whitehaven Children's Centre. It was registered in 2008. It operates from a playroom in an accessible portakabin in the grounds of St Mary's R.C. Primary School, adjacent to Kells Primary School in the Kells area of Whitehaven, Cumbria.

A maximum of 15 children may attend the nursery at any one time and 36 children currently attend the nursery at variable times. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting is open each weekday, according to demand, from 09.00 to 15.00 in term times only. All children share access to a secure enclosed outdoor play area.

The setting does not offer nursery education for funded children. Children come from the local area. The setting employs three regular members of staff. All of the staff, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children needs are met well as each child's unique profile and needs are well understood through good links with parents. The setting has good procedures and policies to promote inclusion. There are good links with local schools but links to other childcare providers have yet to be established. Quality assurance systems are in place and targets for further improvement have been clearly identified and acted upon to improve practice for the benefit of the children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the educational programme for children's physical development by providing more opportunities and practical activities that enable them to improve their skills in this area and improve provision for the development of learning and independence in everyday activities, for example, by encouraging children to take an active part in snack time
- ensure that a drink is always provided with children's meals and snacks
- further develop working in partnership with parents, other agencies and childcare partners to assess and evaluate children's abilities, interests and next steps in learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- display the certificate of registration and show it to parents on request (Documentation) (also applies to both parts of the Childcare Register)

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## **The leadership and management of the early years provision**

Children are kept safe as there is a thorough risk assessment in place that is regularly reviewed. The premises and equipment are kept safe and clean. Key staff as well as other staff have regular training in child protection procedures to ensure that correct procedures are adhered to safeguard children at all times. Recruitment procedures ensure staff suitability and any unchecked persons in contact with the children are closely supervised. All staff are qualified in early years childcare and there is a good bank of similarly qualified staff on hand to act as relief staff, so ensuring children receive good quality care and support. Staff receive advice and support from internal advisors and child care managers at the Children's Centre they are affiliated with. External advisors are also used to help improve performance. Staff at the setting are aware of strengths and areas for improvement. They have recently received a quality assurance award from the Local Authority.

There are a good range of regularly reviewed, detailed policies and procedures available to parents that are reflected in daily practice and meet children's needs. Other required documentation is kept well. However, the registration certificate is not on display and available to parents for their information, as required. The setting takes steps to ensure that all families and children are included in the life of the setting. For example, the setting display at the entrance a list of different phrases in different languages welcoming people to the group. Admission forms take information about families' circumstances to help the provider ensure everyone is included in the life of the setting. Staff understand their responsibility to be alert to the early signs of additional needs that could lead to later difficulties and have, for the most part, involved other agencies as appropriate. However, there have been occasions when children's developmental delays have not received sufficient attention.

Effective methods for sharing information with parents and other appropriate agencies have been established to meet children's needs although liaison with some other childcare providers has yet to be established. Parents advise that they are very satisfied with their children's overall care and education and think their children are progressing and have settled well. They receive daily written information about their children's day but do not receive regular detailed information about their children's progress in all of the areas of learning.

## **The quality and standards of the early years provision**

Children make good progress as staff understand the early learning goals and have a good understanding of children's capabilities, interests and stages of development. Observation, assessment and planning are used effectively to meet children's individual needs. The staff receive good information from home about each child's needs and interests on an ongoing basis through discussion, however, starting point information from parents has insufficient detail about children's

stages of learning and development. The learning environment is organised well to give children the opportunity to explore a good range of activities independently and the environment is very bright and welcoming with good displays of children's work. Staff support children well, extending their thinking and vocabulary and praising them for their achievements.

Staff skilfully help children to begin to recognise the letters of the alphabet using phonics to sound out words at circle time. Children are asked to consider what the weather is like and are encouraged to look out of the window and describe what they see, so encouraging children to use their observation skills and to develop their language and general understanding of the world. Children are encouraged to count throughout the day and to use mathematical language. For example, children are looking at growth at present and have made a frieze about animals showing different sizes. Children enjoy doing jigsaws and are encouraged to consider shapes and dimensions as they complete these puzzles. The staff at snack time give children their plates, cups and offer children their snack, having prepared the sandwiches and fruit for them. This everyday activity does not allow children to develop self-care skills and develop problem solving skills. Outside play is encouraged and children enjoy ready access to an enclosed play area where children have planted sunflowers and are watching seeds grow. They also enjoy playing on slides but have little other equipment and resources to promote their large physical skills. Staff help children to value diversity as they have ensured there are many toys and books available to children that show positive images of diversity.

Children learn to take responsibility for their health and safety as they are reminded of the need to wash their hands after using the toilet. Children eat healthy balanced meals and snacks and parents are advised of the healthy eating policy at the setting. Children at present have access to fresh drinking water at a table where they can pour their own drinks with support if needed. However at snack times, water is not always provided for all the time that children are eating. Children are kept safe from cross-infection as the premises are kept very clean and there are safe procedures in place, such as a clear sickness policy. Children's future economic well-being is promoted as the setting provides a variety of equipment to promote children's understanding of information technology such as CD players and electronic toys. The children are very well behaved and are encouraged to include all children in their play and respect differences amongst their peer group.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR15.1) (also applies to the voluntary part of the Childcare Register)

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (CR15.1)

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