

Anson Cabin Project

Inspection report for early years provision

Unique reference number	EY368113
Inspection date	13/07/2009
Inspector	Lynda, Margaret Ronan
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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

Anson Cabin Project opened in 2002, the current registration is from 2008, and operates from a rear room of the project premises and a prefabricated building in the grounds of the project buildings in Longsight Manchester. All children share access to a secure enclosed outdoor play area. It is situated in a residential area of Longsight, a suburb of Greater Manchester. Children attending come from the local area. It provides a playgroup, open access play sessions and open access holiday play scheme for two weeks at Easter and four weeks in August. The holiday play scheme sessions are Monday to Friday, 09.30 to 12.00 and 13.00 to 15.30. Playgroup sessions are 09.30 to 12.00, Monday to Friday, term-time only. Play sessions take place every Monday to Friday from 15.30 to 18.00 and Saturday 12.00 to 16.00 during term times.

The playgroup is registered to provide care for a maximum of 12 children at any one time within the Early Years Register and a maximum of 12 children at any one time within the compulsory part of the Childcare Register. The open access play scheme is registered to provide care for a maximum of 40 children, 20 of whom may be on the Early Years Register. The setting is also registered on the voluntary part of the Childcare Register.

There are currently 12 children on roll for the playgroup. The setting employs two staff both of whom hold appropriate early years qualifications, they are managed by the Anson Cabin Centre manager. The playgroup currently supports a number of children for whom English is an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children make inadequate progress in their learning. Leadership and management are not effective in all aspects, resulting in weaknesses in the delivery of the Early Years Foundation Stage and in the delivery of the welfare of children. Most mandatory documentation is in place. Children's individuality is not fully recognised as systems do not support meeting individual needs. Management does not adequately evaluate the provision, however, attendance at training and their willingness to follow advice offered by the local authority support worker demonstrate a capacity and willingness to improve.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take steps to safeguard children by ensuring health 04/08/2009

and safety principles are understood and followed by staff and ensure daily checks are completed before any children attend. Ensure that timely and appropriate remedial action is taken when risks are identified, for example, by removing broken shelves rather than propping them up (Safeguarding)

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to their individual needs by matching observations to the expectations of the early learning goals, using observations to clearly identify individual learning objectives, and planning relevant and motivating experiences for each child (Organisation)

04/08/2009

- ensure an effective key worker system is in place to support children's emotional wellbeing and partnership with parents and others (Organisation)

04/08/2009

- ensure staff have suitable knowledge and understanding of the Early Years Foundation Stage and of how to set suitable challenges for children and support their learning (Suitable people)

04/08/2009

- ensure a suitable procedure is in place and followed to protect children from infection, for example, through effective hygiene procedures, and share a procedure to be followed for children who are ill or infectious with parents (Safeguarding and welfare)

04/08/2009

To improve the early years provision the registered person should:

- improve management's understanding of reporting procedures following significant accidents requiring hospital treatment

The leadership and management of the early years provision

Children are provided with a healthy diet and given daily opportunities to play vigorously and enjoy fresh air, which supports their understanding of a healthy lifestyle. Staff demonstrate an understanding of a balanced diet and the benefits of exercise. Children are not kept safe from infection as staff do not know and understand the exclusion policy regarding children who are infectious and do not ensure children's hand washing is effective by ensuring they use soap.

Management has not monitored practice effectively to ensure staff have sufficient knowledge to keep children safe.

Accidents and medication are satisfactorily recorded, although records of accidents have not been signed in all cases by parents. Management does not have a clear understanding of reporting procedures and has not notified appropriate bodies following an accident requiring hospital treatment.

Risk assessments have been carried out and recorded for the open access provision but have not been undertaken for the playgroup whose needs might be different. The premises are not checked before playgroup children arrive, resulting in the risks from some identified hazards not being effectively reduced, for example, five sockets are not protected on the day of inspection and children are therefore at risk.

The setting is in breach of legal requirements. Management is not able to evidence to Ofsted that Criminal Record Bureau checks have been undertaken for all staff. The organisation of paperwork is poor. Volunteers receive an effective induction to ensure children are safeguarded.

Parents, in a questionnaire, report a high level of satisfaction with the setting. The staff have undertaken training to deliver parenting classes which are much appreciated by parents who attend training and receive course certificates. Staff attend assemblies at local schools to ensure their service is understood and take part in and organise many activities in the local community. They provide satisfactory information about their service in a number of languages. Staff do not adequately support parents to become involved in their child's education through informative assessments, provision of information about the Early Years Foundation Stage, planned activities or an effective key worker system.

Management has recently attended training on self evaluation and currently has a four year development plan in place for the project, however, little of this appertains to the playgroup provision. Management is aware that staff do not have sufficient training to deliver the Early Years Foundation Stage and of some of the weaknesses in the playgroup but have not taken effective remedial action. Some progress has been made by following local authority advice, for example, children now have continuous access to drinking water.

The quality and standards of the early years provision

Children are happy and occupied in the setting, taking part in some enjoyable activities such as painting a large elephant bright red, which is an activity organised to support children's understanding of colour. Children are generally well behaved, although organisation of snack time and lining up for outside play leads them to become restless.

Children's starting points in learning are not discussed with parents nor are they recorded by staff. Plans are mainly long term and are not individual to each child, which results in inappropriate challenges being set for children, for example, the use of worksheets which some children struggle to complete. Staff do not have clear targeted learning objectives for activities and children, nor are the observations they make used to link plans to the six areas of learning or to the Early Years Foundation Stage. Staff have received minimal training in this area.

Some staff do not interact sufficiently with children and some interaction is of poor quality not furthering children's learning and in some instances misleading children, for example, describing a seashell as the home of a snail or by stating drinking

water builds muscles. Staff lack knowledge and understanding, consequently, children do not make sufficient progress in their learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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Annex B: the Childcare Register

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

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