

Cabin Childcare Limited

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Cabin Childcare Limited registered in 2009. It operates from a purpose built unit in the grounds of Much Birch Primary School, Herefordshire. The setting opens Monday to Friday during school term times. Sessions are from 8.00 am until 5:30 pm Monday to Thursday and from 8.00 am until 4:30 pm on Fridays. Children are able to attend for a variety of sessions. There is a fully enclosed area available for outdoor play. Access to the building is via a ramp. The setting serves both local and surrounding areas.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the setting at any one time. There are currently 30 children aged from two to under five years on roll. The setting also offers care to children aged over five years to 11 years. The provision has procedures to support children with special educational needs and/or disabilities and strategies to support children with English as an additional language. The setting maintains close links with the local school and other Early Years Foundation Stage (EYFS) providers. The setting is in receipt of funding for early education.

The setting employs four members of child care staff, three of whom hold appropriate early years qualifications. Two members of staff hold a foundation degree in Early Years and one is working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting effectively meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Most requirements of the Early Years Foundation Stage (EYFS) are in place, supported through appropriate policies and procedures which are effectively implemented by staff. Children make good progress in their learning and development as they enjoy being with the attentive, caring staff who observe them closely to be well-aware of their individual needs and interests. The strong partnership with parents and carers is a key strength while links with other providers and agencies contribute significantly to ensuring that children receive the support they need. The manager and leaders are successful in inspiring the staff team to work towards or sustain ambitious targets. Continuous self-evaluation ensures that priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of families.

What steps need to be taken to improve provision further?

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

- extend the process of evaluating the quality of the provision and its impact on outcomes for children
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The setting offers a flexible service in which children are suitably cared for by a team of caring, committed staff. Children are safeguarded because of the effective policies and procedures which are successfully implemented. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Children's welfare is safeguarded because staff have a good understanding of child protection procedures, working closely with relevant agencies should there be concerns regarding any child in their care. Staff ensure that children are very well supervised at all times, with the layout of the premises making this easy to do. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises, though this is not recorded for specific types of occasional outings.

The managers effectively share their high ambitions for the setting and successfully implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of professional advisors, staff, parents and children. New management and improved evaluation of the setting's practice have helped enthuse staff, develop more positive attitudes to change and led to new ways of working. For example, action plans have been developed to address areas of weakness, future improvements have been planned and more effective team working has been developed. Staff talk positively about making change for the better and some areas of the setting's practice have undergone a complete review, particularly in relation to the learning and development requirements of the EYFS. The formal process of recording the self-evaluation is still in progress, although as yet it is not always linked to the outcomes for the children.

Staff actively promote equality of opportunity so that all children make good progress in their learning and development. The children's family backgrounds are valued and staff sensitively foster their understanding of differences. Children are well supported to contribute to the life of the community, for example, by joining the school to build scarecrows for the Harvest Festival. The setting deploys its resources well so that all children make good progress in relation to their starting points. Staff make very good use of the premises and resources available to provide diverse opportunities for children, both inside and out, and provide excellent support during adult-led activities and free-play opportunities. The setting is committed to sustaining available resources, for example, by using natural materials and recycling packaging for modelling. Staff are effectively deployed to support individuals and groups of children. Their professional development has good impact on plans to further improve the provision, for example, through further proposed development of the kitchen and resource areas.

New families are made to feel very welcome with settling in sessions tailored to their needs. All necessary information is gained about individual children through regular updates to their details, such as information concerning allergies as they grow and develop. Parents are provided with good quality information about the provision and their child's experience within it. The setting actively seeks parents' views about the provision, for example, through questionnaires, which are fully considered and used to improve the service offered. Parents highly praise the staff for the quality of care they provide for their children. The setting has strong established links with other providers in the area, and with specialist workers whose advice is sought for those who need additional support. Strong links are made with the local school which ensures children make a smooth transition when they leave the setting.

The quality and standards of the early years provision and outcomes for children

Children thrive in the setting's caring environment and are progressing well towards the early learning goals. The quality of planning provides each child with an enjoyable and challenging experience across all areas of learning, with recent improvements ensuring that individual learning opportunities are recorded for each child. Children have access to a child-centred environment with a wide range of resources, offering increasing opportunities for independence, time to follow their own interests and free-flow to the outdoor areas for most of the day. They benefit from their positive interaction with knowledgeable staff, who take time to listen to their views and utilise all opportunities to support and reinforce their learning, such as discussions about shape, size, stability, number and colours during construction activities. The outdoor environment is used very effectively to provide a range of opportunities, which particularly suits the individual learning styles of many of the children. They enjoy the freedom to explore, engage in physical play, interact with the reception class at times and reinforce their understanding of concepts such as the flow of water through water wheels or through direct contact with nature as they grow carrots and daffodils. Regular assessments demonstrate clearly that all children are making good progress in relation to their starting points, with rigorous tracking in place to ensure this is across all areas of learning.

Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with story time and singing familiar nursery rhymes. For example, the younger children love to sit in the cosy book corner, choosing some of their favourite books, looking at the colourful illustrated pages with staff encouraging them to predict what might happen next. Children are confident and are encouraged to join in with discussions throughout the setting. They enjoy sitting with their friends and chatting during their everyday routines, such as at mealtimes and when engaging in table-top activities. Children develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities, individually and also with their peers. Their independence is developed as they confidently make decisions about what they would like to play with. Positive behaviour strategies, such as praise and encouragement, are implemented effectively, creating a calm and productive environment in which all children thrive. Children participate in activities and

events throughout the year which help them to gain an appreciation of the wider world. For example, they join in with fun activities linked to cultural festivals and events, such as Diwali. Children have many opportunities to explore and investigate, and to extend their imagination and problem solving skills. For example, young children enjoy using natural materials such as corn flour, jelly and pasta to explore their senses and experiment. Children of all ages relish joining in with craft and sensory activities, such as printing with paint and creating colourful collages. They gain skills by using a range of technology to promote their learning. This includes using a laptop to create a picture, printing and laminating the image and exploring programmable toys and interactive resources.

Children's welfare is very well promoted. The children feel safe and effectively develop their understanding of issues relating to safety. They regularly practise leaving the building in an emergency and are shown how to handle tools safely. Children learn to adopt healthy lifestyles in the setting through their excellent access to the outdoors, to a varied, healthy diet which includes fruit daily and constant drinks, which ensures they are well hydrated especially after outdoor play. There are high standards of hygiene for children, staff and the premises to reduce the risk of cross-infection. Children are polite and behave well as a result of their high levels of independent choice about activities and staff's response to their individual needs. The children have lots of opportunities to work together, developing collaborative skills, learning to share and take turns and thus develop skills for future. Children are highly prepared for the future, including transition from the setting to school, through developed learning, self-care skills and confidence to take responsibilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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