

Anson Cabin Project

Inspection report for early years provision

Unique reference number	EY368113
Inspection date	27/04/2010
Inspector	Angela Cuffe

Setting address	38 Meldon Road, MANCHESTER, M13 0TR
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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

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 Manchester. Children attending come from the local area. It provides a playgroup, open access play sessions and an open access holiday play scheme for two weeks at Easter and four weeks in August. The holiday play scheme sessions are Monday to Friday from 9.30am to 12pm and 1pm to 3.30pm. Playgroup sessions are 9.30am to 12pm, Monday to Friday, term time only. Play sessions take place every Monday to Friday from 3.30pm to 6pm and Saturday from 12pm to 4pm 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 who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound understanding of the welfare requirements adequately supports children's care and well-being. The provision of some interesting activities and experiences support children's individual learning requirements, enabling them to make steady progress. A committed team work well together and endeavour to make continuous improvements for the well-being of all children. This has a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that information from the observational assessments identifies children's next steps and is used to inform planning
- organise the setting, to enable children to access toys and materials that are linked to the six areas of learning spontaneously
- carry out regular evacuation drills and ensure details are recorded in a fire log book of any problems encountered.

The effectiveness of leadership and management of the early years provision

Good awareness of the Local Safeguarding Children Board procedures ensures staff can respond appropriately if they are concerned about a child's safety. A detailed safeguarding policy is in place, and appropriate vetting systems ensure the suitability of all adults working with children. Comprehensive risk assessments are carried out, ensuring children's safety at all times. Discussions about road safety raise children's awareness of how to cross the road safely, and good deployment of staff ensure children's well-being as they play. However, fire drills are not carried out with the children, which means that children are not fully aware of what to do should the need to evacuate the building arise.

Positive partnerships with parents enable trusting relationships to form and children's individual needs to be met. For example, the effective use of a daily diary ensures appropriate information about the child's care is shared. As a result, staff are aware of the uniqueness of each child and endeavour to meet their individual needs. Relevant information, such as policies, are shared with parents on request, which promotes children's well-being. Partnerships with outside agencies are established. This contributes to children's achievements and well-being.

Suitable monitoring systems enable improvements to be made, which has a positive impact on the overall quality of the provision. For example, actions and recommendations made through inspection are adequately addressed, enhancing children's health, learning and development. Targets for further improvements are highlighted and suitable plans for addressing areas of weakness are in place. For example, staff are currently seeking ways to develop the room layout to include all of the six areas of learning. Outdoor play opportunities are to be further developed in line with enabling environments for children to learn about the natural world. Equality and diversity is positively reflected as stereotypical views are actively challenged, and the equal opportunities policy is clearly understood and reflected well in practice.

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

Children make sound progress in their learning and development because staff plan some interesting activities which keep children engrossed. For example, children develop their creativity as they play with play-dough, sand and water. Children are confident. They talk to their friends and help themselves to toys which are stored within their reach. Children are greeted with a warm welcome from the staff and are eager and happy to play. One member of staff asks, 'Are you going to help me make this tower bigger?' Children then put the pieces together to make a large tower of tubes. They then make a ball out of play dough. The member of staff explains to them that the ball needs to be small to fit through the tubes. The children quickly establish that by taking half of the dough away the ball is small enough and successfully rolls through the tubes. Children are generally learning

through play. They access physical play outside with various sit-and-rides and confidently climb the ladders to slide down the slide. Just before the children are collected they sit down and listen to stories. They confidently join in with the story and ask questions. They really enjoy singing 'the scarecrow song' and 'wind the bobbin up'.

Children make steady progress towards the early learning goals in relation to their capabilities, as the staff know children extremely well and provide activities which build on their interests. This promotes a personalised approach in learning for all children. The staff are aware of the six areas of learning and use a basic format for recording the activities children have participated in during the day. However, the room layout does not fully support the six areas of learning, which means that children do not always have access to basic learning materials. This has a negative impact on the observations and assessments for each child and consequently impacts on the planning for children's progress and development.

Good emphasis is given on promoting children's health as effective hygiene measures are implemented. Staff take responsibility for preparing substantial snacks. This is supported with effective hygiene measures for cleaning toys and resources, which minimises the risk of cross-infection. All required documents, such as medication and accident records, are in place and updated regularly, which further enhances children's health and well-being.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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