

The Cabin Childcare Centre at the YMCA

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Sarah Wignall

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Type of setting	Childcare - Non-Domestic

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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

The Cabin Childcare Centre at the YMCA registered in 2011. It is privately owned and is one of two nurseries owned and operated by K & S Childcare. It is situated in the city of Plymouth in Devon. It operates from designated rooms on the YMCA site. A garden is used for outdoor play activities. The setting is open each weekday from 7.30am until 6pm all year round. A maximum of 43 children aged from birth to eight years may attend the setting at any one time, of these, not more than 43 may be in the early years age group.

There are currently 70 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four-year-old children. Most children live locally and some also attend other early years settings. The setting supports children with special educational needs. The nursery also offers care to children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 12 members of staff and four members of the senior management team. The majority of staff are qualified to National Vocational Qualification at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery are confident and settled and make good progress in their learning and development. Health and safety is given high priority. Partnerships with parents and are well established, however partnerships with other settings are less well developed. Most areas of the indoor environment are well planned and stimulating. The senior management team are enthusiastic and committed to developing the nursery. They meet regularly to assess the settings strengths and identify areas for development. They demonstrate a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- improve communication links between settings so that children's needs are met and there is continuity in their learning
- review the indoor environment to ensure all areas are interesting and attractive and resources are exciting, challenging and accessible to every child so they can learn independently.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. The premises are checked for safety and security on a daily basis and well established procedures help to ensure that children arrive and are collected safely from the setting each day. Staff demonstrates a sound understanding of safeguarding and they are aware of any action to take if concerned about children in their care. Policies and procedures are regularly updated and made available to parents and staff. The designated child protection officer has attended relevant safeguarding training. Robust recruitment and monitoring procedures are in place and children are well supervised by suitable and vetted staff.

Children are cared for in designated base rooms that accommodate them according to their age and stage of development. Key staff work within each room helping children to feel confident and settled in their care. Most areas of the indoor environment are well organised and provide exciting and challenging learning environments, however some play rooms are not organised as effectively. The outdoor area is a real strength of the nursery and all children enjoy easy access to this stimulating and varied play area. Children thoroughly enjoy using the outdoors to develop a wide range of skills, as they ride bikes, climb, dig in the mud, jump in puddles and use creative resources outdoors. Daily sessions are well organised and include a good balance of free play and structured activities.

Staff promotes equality and diversity well. They work closely with parents to ensure they are fully informed of children's individual needs and home routines. Children with special educational needs are very well supported. Good links with other professionals involved in their care makes sure each child gets the support they need leading to improved outcomes for children. Children learn about diversity in interesting and practical ways for instance as they play with toys and resources, look at books and celebrate a range of festivals. Partnerships with parents are well-established. They receive good quality written information on enrolment and are kept fully informed of children's daily routines and development through discussions and meetings. The setting regularly seeks parents views and uses these to inform practice and development at the provision. Partnerships with other settings are satisfactory. Some communication takes place with providers but this is not always used effectively to fully support children's development.

Staff are well supported by the senior management team who play an active role in the development of the nursery. The majority of staff are qualified and they are encouraged to develop their skills and undertake further training. Staff work well together and are aware of their roles and responsibilities, as a result children receive good levels of support as they play and learn. Detailed self-evaluation is used to assess the settings strengths and identify clear areas for development. The management team are committed to development and have a clear vision to secure improvement, for example in developing a Forest School provision.

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

Most children are settled and confident. Staff offer sensitive support to babies who are upset by the presence of unfamiliar adults and offer cuddles and reassurance which they respond well to. Staff ensure they are fully informed about babies home routines so that they are followed in the nursery leading to continuity of care. Babies are well supported as they play both indoors and out and demonstrate a sense of belonging as they make their needs and preferences known to staff and begin to select their own resources. Older children demonstrate a clear sense of security and belonging as they take initiative working very well both independently and with their peers. For example several children sit at the computer to work together and others gather dolls, prams and other resources in an enthusiastic game in the role play area.

Staff demonstrates a good understanding of children's individual needs and preferences and plan learning with this in mind. For example they recognise that many children enjoy being outdoors and learn well in this environment. Free flow use of the outdoors is encouraged for large parts of the session and children thoroughly enjoy using this area. They develop strong physical skills and spatial awareness as they ride bikes up and down the slope, climb through tunnels and roll hoops. Children learn about texture as they enthusiastically dig in damp soil or splash in puddles. They use their senses and imagination as they make potions in pumpkins using a variety of seeds, soil and water. They use their hands to explore the texture of paint and soap suds and enjoy making patterns and pictures with these resources. Older children learn about sound and rhythm as they listen to different musical instruments correctly identifying the different sounds they make.

Children are developing high levels of independence and actively take their plate and cup to wash in the sink after snack time. Toddlers are well supported by staff as they enthusiastically climb into wet weather suits and look for their wellingtons before going out to play. Staff have a good understanding of how young children learn and they undertake regular and detailed observations of children which they use to assess progress and identify next steps in learning. These records are well presented in children's individual learning journeys and photographs and samples of children's work are included.

Children behave well. They are aware of the expectations for behaviour and respond well to breaks in routine such as tidy up time and meal times. Older children enjoy taking an active role in the organisation of the environment and help to pack away when asked. They help to set the table for lunch enthusiastically laying table cloths and selecting sufficient plates and cups for each table. They show a good awareness of healthy lifestyles and follow good personal hygiene routines. Snacks are offered on a caf style basis encouraging older children to recognise when they are hungry. Babies and toddlers enjoy sitting for social

mealtimes with each other and are encouraged to eat well and drink regularly during the day. Positive relationships are evident throughout the nursery and contribute to children's sense of well being and confidence. Staff acknowledges key events in children's lives, for example, by asking them to share news of a new baby at home and in celebrating their birthdays. Children play well both independently and with their peers. They are becoming active learners which equip them well for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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