

# The Cabin Childcare Centre at the YMCA

YMCA, Honicknowle Lane, PLYMOUTH, PL5 3NG

<b>Inspection date</b>	15/08/2013
Previous inspection date	01/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are confident and secure with staff and in the setting, because staff reassure and engage well with children.
- Staff quickly establish children's starting points, this enables them to plan and provide activities to promote their development from the beginning.
- Children enjoy wide range of activities, which staff develop with skilful interactions and questions.
- Well equipped outdoor play supports children in developing team work and their mobility as they explore the environment.

### It is not yet outstanding because

- Children receive inconsistent messages about food choices, when healthy eating policies are not consistently followed regarding packed lunches.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the playrooms and the outside learning environment, including the Forest School.
- The inspector held meetings with the manager of the provision and directors of the provision and carried out a joint observation with the manager.
- The inspector looked at assessment records, and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Lynne Bowden

## Full Report

### Information about 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 65 children on roll who are within the Early Years Foundation Stage age range. The setting is in receipt of early education funding for children aged two, three and four years. 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 primary school children. In addition to the Early Years Register, the provision is registered on the compulsory and voluntary parts of the Childcare Register. There are 17 members of staff and four members of the senior management team. The majority of staff are qualified with National Vocational Qualifications at level 3 and above. These include an Early Years Professional, one member of staff with a qualification at level 7, another at level 6, three at level 5 and one at level 4. An apprentice is working towards a level 2 qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- increase the involvement of parents in raising children's awareness of healthy choices in relation to food.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Along with their own observations of the children, staff work effectively with parents to quickly establish children's starting points. They use this information to identify next steps in children's learning and plan activities to promote their progress. 'Learning Journals' show how individual children make good progress over time in all areas of learning. Staff use these records to produce regular progress reports to share with parents. These include progress summaries for two-year-olds. These and regular meetings with key persons, make sure that parents know about their children's achievements and next steps. In consultation with parents and other agencies, staff develop individual education plans for children who need more focused support. These ensure that children make good

progress in their learning and development. Staff work effectively with other agencies such as Portage workers and speech and language therapists to support children's needs and promote their development.

Older children thoroughly enjoy and benefit from the regular Forest School sessions that staff organise and provide. There, they benefit from the fresh air and learn about the importance of caring for the environment. Staff encourage children to identify and collect things that do not belong in the woods, such as cans and bits of plastic. Children use some of these to create mobiles. With support from adults, children learn to solve problems, collecting appropriately sized materials, and work with their friends, to build a shelter. This raises children's awareness of mathematical concepts and equips them with social skills. Children learn the effects of rain dampening wood as they observe staff trying to create a fire, to make hot chocolate for everyone.

Back in the well-organised outdoor play area at the setting, children thoroughly enjoy water play. Staff provide a range of pipes and containers. These enable children to organise the flow of water across the area and observe what happens as they add water at different points. When the water butt empties, enterprising children confidently show their familiarity with the setting and find other sources of water to continue their task. These experiences give children confidence and a secure understanding of the world. Children develop their balance and again grow in confidence as they step across logs and balance equipment. Toddlers become confident walkers as they learn to walk on a variety of surfaces, managing slopes and shallow steps. Children thoroughly enjoy shouting to create echoes, while climbing through the sloping tunnel. Both in the play area and Forest School area, children develop upper body strength and coordination as they skilfully handle tools, digging the soil and manoeuvring wheelbarrows.

Young babies develop balance and coordination, sitting confidently and reaching and twisting to touch and explore treasure baskets. They begin to learn about cause and effect as they explore and handle rattles and musical instruments. Young children enjoy using mathematics purposefully as they measure out ingredients to make cookies. Staff respond to children's wish to make sparkly play dough and provide children with the tools and ingredients to do so. They skilfully develop and extend this activity. Staff encourage children to talk about the process and describe how the mixture looks. When children compare it to porridge, staff introduce the story of Goldilocks and encourage children to recall the plot.

When playing with the dough and creating buns, staff encourage children to count them. They relate this activity to the 'Five currant buns' song and encourage children to sing with them. Staff make good use of daily routines, to support children's independence and consolidate their learning and skills. Examples being, when they encourage children to pour their own drinks and butter, fold and cut their sandwiches. Staff extend this activity by asking children how many pieces they have cut and their shape.

**The contribution of the early years provision to the well-being of children**

Children appear to be confident and secure at the setting. When babies are upset, staff quickly recognise and warmly respond to their needs and comfort them. This results in smiles speedily returning and babies quickly settling in at the setting. Children show familiarity with good hygiene routines, happily washing their hands before meals and cleaning their teeth afterwards. Children's key persons support children as they progress into their next room. They pass on clear written information about children's routines, preferences and likes. They also accompany children on visits to their next room, with some moving rooms with them. Parents know their children's key persons and value their approachability.

Children begin to learn about healthy eating, because they grow some fruit and vegetables at the setting and learn about ingredients when they bake cookies for their afternoon snack. Staff talk with them about the benefits of foods they eat. However, the contents of some packed lunches, do not always help children in making healthy food choices. Children learn about diversity and difference through their use of books and resources showing different cultures, races and languages. They learn some sign language to support communication.

Risk assessments and procedures usually keep children safe. Staff carry out daily safety checks to ensure that the resources and areas children use are safe. Staff teach children to keep themselves safe on outings. At Forest School, they learn and identify boundaries, creating their 'magic fence' and happily stay within their safe zone. Children learn how to use tools safely, such as potato peelers to whittle and create models in clay. They learn about fire safety, respecting the safety boundary rope around the fire pit. Returning around the car park, they all hold onto the walking rope, safely escorted and supervised by staff.

Children learn to follow rules and take turns playing tabletop games. They enjoy interacting with and show concern as they care for the setting's pets.

Staff support children well as they move on to school, sharing useful information with their feeder schools. These links along with children developing skills in all areas of learning, especially social, communication and independence help prepare children for their future learning.

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

The inspection was brought forward following concerns about safeguarding procedures. Ofsted visited the nursery and issued two notices to improve, relating to staff training and working with other agencies to protect children. The provider promptly addressed both issues by ensuring staff attend appropriate training to ensure they are aware of their roles and responsibilities. They have also developed improved links with other agencies to ensure children are safeguarded. In addition, the provider notified Ofsted about an accident to a child during nappy changing. This inspection found that management took swift action to review risk assessments. Staff all now use one changing station in the

toddler area, with changing equipment within reach. Staff stay close to children as they change them and additional supervision is provided for less experienced staff. As a result, the provider has taken effective action to promote children's welfare.

There are effective systems in place to ensure staff now meet safeguarding and welfare requirements. All the staff have appropriate checks carried out regarding their suitability. They have all attended safeguarding training. Staff demonstrate a good understanding and awareness of safeguarding procedures. The building and outdoor play area is very secure with staff controlling access to the building. Children are supervised at all times.

Comprehensive risk assessments identify and minimise safety risks to children. The induction system ensures that new recruits are aware of policies and procedures. A follow up interview checks staff's knowledge and understanding of the policies and procedures to ensure they meet their responsibilities. Sufficient staff have current first aid training and management arrange for training to be updated. Effective partnerships with a wide range of other agencies, including other early years providers, now ensure that together they meet children's needs well. There is a clear complaints procedure in place, advising parents and carers on how to raise any concerns and providing them with contact information for Ofsted.

The staff have a very good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards the early learning goals, linking their observations to a variety of development frameworks. Key person's identify next steps for individual children and these are accessible so that all staff are able to support children in attaining them. Staff work effectively together, sharing their knowledge of children as they progress through the setting. Parents and carers praise the approachability of staff and the information they receive. They feel fully informed about their children's progress and are aware of their next steps. This is because staff involve parents in their children's individual education plans and invite them to contribute to their children's assessments. Staff greet parents and carers at collection time and talk with them about their children's activities. Parents are able to read their children's learning journals to enable their involvement in their child's learning.

Effective systems are in place to monitor children's progress and the balance of the educational programme. This enables management to identify and address any weaknesses. Regular staff meetings, supervision and appraisal systems enable the management to support staff in their professional development and address any difficulties or concerns. The management team learn from their experiences and plan for future development, demonstrating their commitment to and capacity for improvement of the provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY428422
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	932216
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	65
<b>Name of provider</b>	K and S Childcare Ltd
<b>Date of previous inspection</b>	01/11/2011
<b>Telephone number</b>	07779332939

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

