

Anson Cabin Project

38 Meldon Road, MANCHESTER, M13 0TR

Inspection date	10/10/2014
Previous inspection date	27/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled in the playgroup as staff are kind and attentive to their needs.
- Staff demonstrate a sound knowledge of safeguarding in order to protect children in their care. Risk assessments are done regularly to keep children safe from harm.
- Partnerships with parents are established by the playgroup which provides children with consistency in their support.

It is not yet good because

- Planning is not fully developed to consistently reflect the interests and next steps of the children attending the nursery to ensure they make good progress.
- Children do not always have access to a wide range of resources and media, to enable them to make maximum progress in expressive arts and design.
- Mealtime routines are not well established, which means children do not always sit down together at a table while they eat and drink. Therefore, children's independence and social learning is not highly promoted during this time.
- Self-evaluation is not robust enough or linked to a prioritised action plan to bring about improvement.

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 playgroup and talked with staff.
- The inspector viewed areas of the premises and garden.
The inspector looked at children's assessment records, planning documentation and
- a range of other documentation, including the safeguarding procedures, staff qualifications and suitability checks.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Nicola Kirk

Full report

Information about the setting

Anson Cabin Project opened in 2002. The current registration is from 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Rusholme area of Manchester, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from the rear room of the project and uses a prefabricated building. There is an enclosed area available for outdoor play. The playgroup employs three members of childcare staff, who hold appropriate early years qualifications at level three. The Playgroup opens Monday to Friday all year round. 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 12.30pm, 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. Children attend for a variety of sessions. There are currently 11 children attending the playgroup, who are all in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that planning for children is focused on their interests and next steps, so that all children are effectively supported and challenged to make good progress

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

- enable children to freely access and explore an even wider range of tools and media, to maximise their good progress in expressive arts and design
- establish a mealtime routine that encourages children to sit down at a table together, to enable them to interact with others and be more independent at this time
- improve evaluation tools that will enable staff to create a rigorous self-evaluation of the playgroup which is linked to a clear action plan, in order to bring about improvement.

Inspection judgements

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

Children receive a warm welcome at playgroup. They play enthusiastically with a range of toys and resources. They participate mostly in freely chosen learning experiences and have some opportunities to extend their knowledge through adult-led activities. However, planning is not well organised and is not always completed regularly. Plans sometimes, but not always, link to children's individual next steps of learning. The planning, therefore, is not rigorous enough to ensure that children are appropriately challenged and that their individual learning needs and styles are accommodated. The playgroup has systems for observing and assessing children's progress. They do gain information from parents in order to be aware of children's starting points in learning. Observations are used to identify children's next steps in learning are done regularly as well as quarterly reviews of children's progress. These are all shared with parents. This system allows them to track the progress of children, but as this is not linked to the planning of activities, children are not always challenged to make good progress.

Children enjoy their time at the playgroup and participate in a range of activities. For example, mud and buckets outside, enable them to use their senses to transport and explore the mud. Staff encourage them to talk about the size of the mud pies they build, which develops their language, thinking and mathematical awareness. Children enjoy making marks on the wall with chalk and staff asks questions about the marks they make. Children talk about their experience at home and staff ask open questions to encourage them to extend their conversations. The playgroup has a range of tools and media to support children making progress in expressive arts and design. However, as these are stored in a cupboard and they are not easily accessible to children. Therefore, they are not always able to choose to freely explore a wide range of media and materials. This does not support them to make the best possible progress in expressive arts and design.

Children freely access role play, dressing-up clothes, wheeled toys, water, sand and a selection of other resources. They guide their own learning, with staff following close by to support their choices. The resources and activities children participate in generally prepare them for their next stage of learning. They encourage children to be independent and develop good listening skills and to learn to organise their belongings in preparation for entering school. Staff support children who speak English as an additional language, by getting to know key words in their first language. They learn about significant events, such as Eid that the children who attend the playgroup celebrate at home. This supports the children to learn about differences and similarities. Children with special educational needs and/or disabilities are supported by working closely with parents and other professionals.

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

Children share warm relationships with the friendly and kind staff. Children settle quickly into the nursery as staff take account of information about individual children's care needs

obtained from parents in an All about me document. Parents are encouraged to stay with their children until they feel secure and happy in the playgroup. A key-person system is in place to help children build relationships with their key person, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Children often go to staff for cuddles and reassurance throughout the session.

The playgroup is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children enjoy playing outside and have access to the outside throughout the session. This supports their ability to make choices and guide their own learning. A range of equipment to support most areas of learning is readily accessible for children to self-select, which promotes their independence. However the resources to support children to make progress in expressive art and design are not always freely accessible to children to promote their creativity to the maximum potential.

Staff support children's emerging understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and children's individual dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Routines for mealtimes are not well established, and the children do not always sit down at a table with other children to eat and drink. Staff do encourage children to sit down so they are safe while they are eating, but often this is where children happen to be playing at the time. Consequently children are not able to enhance their independence skills at this time, such as, by pouring their own drinks or serving themselves and their social learning is not promoted to the fullest potential.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is good, as staff share consistent expectations and act as effective role models. Staff make taking turns on the slide into a fun game, by encouraging them all to join in with counting and waiting on their turn. Staff support children by giving them lots of positive praise and encouragement and consequently children are generally happy and behave well. Staff help children to understand about keeping themselves safe as they play and use a variety of equipment. For example, they remind children that if the floor near the water tray gets really wet it becomes slippery. Staff talk to children about their move to school and have some routines like song and story time at the end of session, which all help prepare children for their move to school.

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

Staff have appropriate knowledge of safeguarding regulations and duties. They understand the safeguarding policies and procedures and are aware of their responsibilities in this respect. For example, they know how to report and record concerns, if they should have any, and have attended relevant training to support this. Vetting and

recruitment procedures are effective and checks are carried out to ensure that all adults working with children are suitable to do so. Children are protected in the event of an accident because all playgroup staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to minimise hazards and promote children's welfare. Staff ensure that records and required policies are kept up to date and available to parents so that they are informed about how staff keep their children safe.

Staff demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside staff and more formally through regular appraisals. The playgroup has made progress from the last inspection. They now regularly conduct risk assessments and daily safety checks to ensure the environment and resources are safe for children. They regularly conduct evacuations and record the outcome of these in a book. They have improved the range of accessible resources for most areas of learning. However self-evaluation tools are not rigorous enough to enable staff to effectively self-evaluate the playgroup. The playgroup's self-evaluation is not linked to a prioritised action plan in order to target purposeful priorities to drive continuous improvement of the playgroup. Staff regularly track the progress of the children who attend, but as this is not linked to planning, the children are not always supported to make the best possible progress and ensure there are no gaps in their learning.

Partnerships with parents are based on good communication. Parents receive a wide range of policies and procedures when their children begin attending. Parents are encouraged to look at their child's learning journey record. As a result, children benefit from a shared approach. The playgroup works with external agencies to support children's continuity of learning. Parents spoken to comment, 'I am really happy with the playgroup' and 'my child likes coming because they like the staff'. Staff are aware of the importance of sharing information and meeting with other early years providers to support children in their care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY368113
Local authority	Manchester
Inspection number	878551
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	Anson Cabin Project Committee
Date of previous inspection	27/04/2010
Telephone number	01612 485695

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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.

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