

Cabin Childcare Limited

Much Birch V C School, Much Birch, HEREFORD, HR2 8HL



Inspection date

26 June 2015

Previous inspection date

12 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan a broad range of activities for children. This supports them to make good progress in their learning and prepares them well for their eventual move on to school.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with staff and visitors. Staff are particularly skilled at using questions, which allow children time to think and respond.
- Staff place a strong emphasis on outdoor play. Children choose when they want to play outside and enjoy a good range of resources and activities. They use a selection of ride-on toys and explore textures, such as water and sand.
- Staff build strong and friendly relationships with parents and regularly exchange information with them. This means that children's individual needs are fully understood, which benefits their ongoing care, learning and development.
- Safeguarding practice is strong. All staff have attended safeguarding training and robust policies and procedures are in place. This ensures everyone is aware of their responsibilities to protect children from harm.
- Staff teach children about keeping themselves safe. They support them to use tools and talk to them about stranger danger and road safety.

It is not yet outstanding because:

- Staff do not make the very best use of the environment so younger children can rest or play quietly.
- Staff do not always plan precisely for younger children's next steps in learning.

What the setting needs to do to improve further

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

- provide children with a more comfortable area in which to rest or relax
- plan more precisely for younger children's learning to make sure their identified next steps are achievable and more specific, so that they make the very best possible progress in their learning.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation documentation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a wide range of activities, both inside and outside to support children's good progress. They regularly observe children's play and use these observations to plan what children need to learn next. However, staff sometimes plan next steps for younger children's learning which are too broad. As a result, their very small achievements are not always celebrated. Pre-school children are focused and engaged during adult-led activities, such as circle time, and have ample opportunities for free play. Children of all ages engage in imaginary play by pretending to cook dinner. Younger children practise their cutting skills and make shapes with play dough. Children are focused and engaged because staff encourage them to lead their own play. For example, older children enthusiastically blow bubbles for younger children who giggle and try to catch them. Children are encouraged to count and recognise numbers. They use mathematical language to talk about shape and size. Early literacy skills are promoted as children of all ages make marks and join in with stories, songs and rhymes.

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

The nursery is warm and welcoming with a good range of resources that are easily accessible to children. They are settled, content and enjoy trusting relationships with staff who offer them lots of cuddles, praise and reassurance. Children behave well because staff are good role models and successfully teach children to share, take turns and play cooperatively. However, children cannot easily rest or play quietly because staff have not fully considered the organisation of the room. Children are beginning to learn about healthy lifestyles. Staff provide nutritious meals and snacks, and children enjoy lots of fresh air and exercise in an interesting and well-resourced outdoor area.

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

The leadership and management of the nursery are good. The management team have a good understanding of the learning and development requirements and how to safeguard children. Highly qualified staff work well together and are passionate about providing children with the best experiences. The manager regularly meets with staff to discuss practice and identify training needs. Staff talk to each other about any training they go on, which means that new initiatives are implemented to enhance practice. For example, staff recently cascaded their learning on letters and sounds. Children receive a shared and consistent approach to their learning because staff have good partnerships with other providers and local schools. Systems for evaluating what is working and what needs to improve are good. This ensures that children access a setting that continues to go from strength to strength.

Setting details

Unique reference number	EY391427
Local authority	Herefordshire
Inspection number	859354
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	16
Number of children on roll	82
Name of provider	Cabin Childcare Limited
Date of previous inspection	12 October 2009
Telephone number	07763 940533

Cabin Childcare Limited was registered in 2009. The nursery employs four members of staff. The manager holds Early Years Professional status, one member of staff has a foundation degree in early years and two hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during school term times. Sessions are from 8am to 5.30pm. Limited sessions are available during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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