

# Anson Cabin Project

38 Meldon Road, MANCHESTER, M13 0TR



<b>Inspection date</b>	20 October 2015
Previous inspection date	10 October 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is committed and driven to making continued and sustained improvements. She has worked with local authority advisors, staff, parents and children to develop clear and precise action plans. This has resulted in significant improvements to the provision that have helped improve outcomes for children.
- Staff create a safe and secure environment in which children feel able to explore. Risk assessments are used in a meaningful way to minimise potential hazards to children. This helps to keep children safe.
- Staff provide good support for children in developing communication and language skills. Staff spend time talking to children and they ask thought-provoking questions to help children use language to connect their thoughts and ideas.
- The secure key-person system helps children to settle quickly and they develop secure and trusting relationships with staff. This helps to promote children's personal, social and emotional development.

### It is not yet outstanding because:

- Staff do not always provide parents with information about their child's learning priorities, in order for parents to become even more involved in their child's learning.
- Occasionally, children have fewer opportunities outdoors to develop their understanding and skills in using various tools and techniques to explore media and materials.

## What the setting needs to do to improve further

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

- strengthen and enhance strategies to engage and involve parents in all aspects of their child's learning, to help children to make even better progress
- consider ways to best utilise the outdoor learning environment to enrich opportunities for children to develop their skills in using tools for a particular purpose.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the setting's self-evaluation and checked evidence of the suitability of staff working directly with children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to keep children safe from potential harm. They confidently identify the possible signs of abuse and neglect and are aware of the correct reporting procedures to follow if they had concerns regarding a child's welfare. Staff benefit from effective and regular supervision, training and support. They attend a wide range of courses to enhance their personal effectiveness. Staff are well qualified and they demonstrate they have the professional knowledge, skills and understanding to support children in their learning. Staff report that recent training has helped them to improve the planning, observation and assessment systems and they now plan for children's future learning needs. This helps children to develop the necessary skills for future learning. The manager has a clear overview of the development of all children and this helps to swiftly identify any gaps in their learning, so they can provide swift intervention to close them.

### Quality of teaching, learning and assessment is good

The quality of staff teaching is good. Staff get to know children well during the initial settling-in period and quickly establish children's starting points on entry to the setting. This helps to support children's early progress. Staff provide parents with regular updates about their child's progress. However, they do not always share children's next steps with parents so that they can become more involved in supporting their child's learning at home. Children confidently explore with water and paint brushes, which helps to develop their coordination and skills in making marks. Children experiment outdoors using mud and sand and they enjoy the feel of the materials on their hands. However, opportunities for children to use tools and resources for a particular purpose in their play are not always available and children are not always able to select tools, for example, to shape, assemble and join the materials they are using.

### Personal development, behaviour and welfare are good

Staff act as positive role models and they set clear and high expectations for children's behaviour. They help children to understand the boundaries and children are kind, share resources with their friends and behave very well. Staff have improved the organisation of children's mealtimes. This is now a sociable occasion where staff model good manners and hold discussions with children to support their communication and language development. Children's independence is promoted very well. All resources are accessible to children and they enjoy making independent choices in their play. Children enjoy playing outside in the fresh air. They use the climbing equipment competently and with ease and demonstrate they are learning to take safe risks.

### Outcomes for children are good

Children, including those in receipt of funding, are making good progress in their learning given their starting points. Partnerships with other early years settings are well developed and help to provide consistency for children's care and learning. This helps children to develop the skills and positive attitudes that support their future learning.

## Setting details

<b>Unique reference number</b>	EY368113
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1029621
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Anson Cabin Project Committee
<b>Date of previous inspection</b>	10 October 2014
<b>Telephone number</b>	01612 485695

Anson Cabin Project re-registered in 2008. The playgroup employs three members of childcare staff, all of whom hold early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm. Play sessions take place every Monday to Thursday from 3.45pm to 5.45pm and Saturday from 12.30pm to 3.30pm during term time. The playgroup provides funded early education for two-, three- and four-year-old children.

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