

The Howgill Kabin

St. Marys RC Primary School, High Road, WHITEHAVEN, Cumbria, CA28 9PG



Inspection date	9 February 2017
Previous inspection date	31 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. The well-qualified staff have a good understanding of the different ways that children learn. Inspiring group activities reflect and support the diverse needs of the whole group and allow opportunities for children to direct their own play. This sustains children's interest and helps them to make good progress.
- Staff consider children's safety in all aspects of their practice. Risk assessments are comprehensive. They are reviewed regularly and reflect information from stringent accident analysis. Effective contingency plans are in place and take account of changing factors, such as extreme coastal weather. This helps to ensure children are kept safe.
- Children are welcomed into a very calm and nurturing environment where they flourish and thrive. They are given time to form special bonds with their preferred key person. This helps to foster children's emotional well-being so that they are happy and assured.
- Partnerships with parents are generally very good. Staff keep parents informed of their children's learning and progress at every opportunity. They provide engaging ideas, such as the lending library and home activity packs, to help parents extend their children's learning at home.
- Excellent tracking highlights any emerging gaps in individual or groups of children's learning. This is used well to assess children's progress, enhance areas of play and to provide tailored learning experiences that help to raise outcomes for children.

It is not yet outstanding because:

- Continuous professional development is not yet sharply focused on helping to enhance the quality of teaching to an outstanding level.
- Staff do not yet work together closely enough with the parents of children who speak English as an additional language, to provide the highest levels of support for children's communication and language development.

What the setting needs to do to improve further

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

- explore a wider range of continuous professional development opportunities and provide a sharper focus on enhancing teaching practice to the highest levels
- work together with parents more closely to strengthen the support for children who speak English as an additional language, so that their home languages are more freely used and supported within the setting.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager during a planned activity.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff receive training and regular updates to help ensure they have the most up-to-date knowledge of safeguarding procedures. Children are supervised very well by vigilant staff. The majority of staff have a first-aid qualification. They are on hand to respond swiftly and aptly to any accidents that occur. Managers and leaders aspire to improve. Feedback from parents and children is valued and used effectively to help raise the quality of care and learning children receive. Staff are confident to raise any concerns. Tailored support plans and close partnership work help to ensure that any gaps in children's learning, particularly for those children who have special educational needs, are closing. Managers and leaders invest in staff. Robust recruitment, thorough inductions and regular supervisions help to ensure that staff are skilled and suitable.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents when children first start. They use this to provide a good range of fun and challenging experiences that supports what children need to learn next. Children are eager to engage in exciting sensory experiences, such as exploring jelly. Staff's good use of questions provide opportunities for children to use descriptive words that aid their breadth of vocabulary. Staff are responsive to the learning ideas that children initiate, such as an interest in technology. They provide a good range of electronic toys that contributes towards children's detailed understanding of how things work. Staff prepare children for any changes to their routine, allowing time for children to bring their play to a close. Children take an active role during group time. They enjoy joining in with familiar songs and show confidence in sharing their recent experiences.

Personal development, behaviour and welfare are good

Staff are warm and caring. They offer an abundance of comfort, support and reassurance to children during their time at the pre-school. Gentle distraction methods are used to help assure children in times of need, such as when they are settling in. Staff provide a wide range of opportunities that helps to promote children's good health. For example, children have daily opportunities to exercise outdoors in the fresh air. They enjoy observing the picturesque view of the coastline and enjoy running freely in the wide open spaces. Staff apply a calm and sensitive approach to behaviour management. They use effective prompts, such as asking for the magic word, to encourage good manners. This contributes towards children adopting a positive ethos. Children enjoy the responsibility of carrying out small tasks, such as pouring their own water, to develop independence.

Outcomes for children are good

All children make good progress and are developing the skills to support them in their move on to school. Children are confident and motivated learners who enjoy their time at the pre-school. They show interest in what other children are doing and demonstrate friendly behaviour. Children develop customs and routines they will become more familiar with at school, such as self-registration and taking library books home to share with family. They are confident to make their needs known and persevere when developing new self-care skills, such as when dressing up and putting on their own shoes.

Setting details

Unique reference number	EY377422
Local authority	Cumbria
Inspection number	1065205
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	24
Name of registered person	Howgill Family Centre
Registered person unique reference number	RP905147
Date of previous inspection	31 January 2013
Telephone number	01946 592551

The Howgill Kabin was registered in 2008 and is situated in the grounds of St Mary's R.C Primary School. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds an appropriate qualification at level 5. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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