

# The Cabin

125 Park Avenue, Shelley, HUDDERSFIELD, HD8 8JZ



<b>Inspection date</b>	13 September 2017
Previous inspection date	12 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to committee members to ensure suitability checks are promptly carried out.
- On occasions, staff do not always provide sufficient challenge for the most-able children to help them achieve to the highest levels of their capabilities.
- Children's play is occasionally interrupted by the daily routines of the pre-school.
- Staff do not gather detailed information from parents about what their children know and can do in their learning when they first start to attend.

### It has the following strengths

- The new manager is dynamic and knowledgeable and has only been in post a short time. She accurately evaluates the quality of provision and is committed to making improvements quickly.
- Children are happy, confident and settle quickly in the pre-school. They form close attachments, feel safe and their emotional well-being is strong.
- Parents are very pleased with the service that is provided and speak highly of the staff. They feel that their children are safe and secure and that staff have an understanding of their children's real personalities and interests.
- Partnerships with schools, settings and specialist services are effective. Children who have special educational needs and/or disabilities are well supported.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure that Ofsted is provided with all the information required to complete the necessary checks for all committee members in a timely manner. 27/09/2017

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

- enhance staff's teaching so that the most-able children are sufficiently challenged in their learning
- review daily routines to ensure that children's play and learning is not interrupted
- gather more detailed information from parents about what their children know and can do when they first start to attend so that learning experiences can be tailored for each child from the start.

### Inspection activities

- The inspector observed play and learning activities indoors and outdoors.
- The inspector spoke with the managers, staff, the chair of the committee and children throughout the inspection. She also discussed the pre-school's self-evaluation.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments, and checked the suitability of committee members.
- The inspector took into account the views of parents spoken with on the day and from written feedback provided. In addition, she took account of written evidence from the local school.

### Inspector

Kate Banfield

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to notify Ofsted in a timely manner about changes to the committee members. This means that Ofsted has not been given the information required to complete all of the suitability checks promptly. However, the manager has ensured that Disclosure and Barring Service checks on staff who work directly with the children have been completed. Consequently, any potential risk to children has been minimised. Arrangements for safeguarding are effective. The new manager and deputy manager are trained to a high level in child protection. Staff understand the procedures to follow should they have any concerns about children's welfare. The staff are well qualified. The new manager has begun to implement a cycle of regular one to one meetings to ensure that staff fully understand their roles and responsibilities. She also monitors the quality of teaching and has identified professional development and training to make further improvements.

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

Staff complete regular and accurate observations and assessments of individual and groups of children's progress. Overall, they use these along with children's interests to enhance their learning. Children are enthusiastic and motivated as they confidently act out traditional stories and work together in groups. Staff skilfully introduce mathematics and extend children's understanding of numerical order and position. Children's enjoyment of books is evident. Staff read stories very well. They leave lots of opportunities for children to ask questions, make comments and share their ideas. Children know all key components of familiar stories and predict what happens for each character. Furthermore, they recognise that stories can represent the real world as they talk about thunder and snow storms. This helps to develop children's skills in literacy and mathematics.

### **Personal development, behaviour and welfare are good**

Staff ensure the pre-school is welcoming, well resourced and organised. Children's behaviour is good. Staff have high expectations of children and support them to be kind to each other, share and take turns. Children's physical well-being is supported. They confidently develop their physical skills as they run, jump and play with their friends in the garden. Staff are trained and work with parents to develop healthy lunch boxes. Children independently manage their own self-care and confidently follow hygiene routines that staff encourage.

### **Outcomes for children are good**

Older boy's display good mathematical knowledge and understanding. They recognise number and independently write numbers from one to twenty. Children are motivated and work very cooperatively. They share ideas with each other as they lay a line of bricks, ensuring there are no gaps to successfully complete the tasks they set themselves. Children make good progress, including those with special educational needs and/or disabilities. Children develop the skills they need for when they start school.

## Setting details

<b>Unique reference number</b>	311309
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1087772
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	The Cabin Committee
<b>Registered person unique reference number</b>	RP523046
<b>Date of previous inspection</b>	12 May 2014
<b>Telephone number</b>	01484 600519

The Cabin registered in 1993. The pre-school employs eight members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school is open term time only, Monday to Thursday from 9am until 3.15pm and Friday from 9am until 11.30am. There is also a breakfast club, Monday to Friday from 7.30am until 8.50am and an after-school club from 3.30pm until 6pm. A holiday club runs during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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