

The Cabin Childcare Centre, YMCA

YMCA, Honicknowle Lane, PLYMOUTH, PL5 3NG



Inspection date

27 September 2017

Previous inspection date

15 August 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 provider, manager and staff know the children well and form strong bonds with them. Children arrive confidently and happily, showing that they feel settled and content. For example, they frequently initiate cuddles and conversations with staff.
- Staff skilfully support children's communication and language development. They clearly model language, repeat what children say before responding, and teach them new words, such as 'tongue'. Children confidently share their thoughts and ideas, and make good progress in all areas of learning.
- The management and staff provide an attractive and stimulating outdoor learning environment. Children explore the garden eagerly, participate in a wide variety of activities and greatly enjoy their time in the fresh air.
- The dedicated management team has a clear understanding of its responsibilities, and its ambitious drive supports continuous improvements well. It takes into consideration the views of parents and staff when evaluating the setting, and targets areas for improvement effectively and promptly.

It is not yet outstanding because:

- At times, staff do not extend children's mathematics and literacy development as well as they could, to support their early reading, writing and counting skills, and their understanding of shape, numbers and measurement.
- Staff do not organise the indoor learning environment as effectively as possible, to motivate children to explore and investigate, and become fully engrossed in stimulating learning experiences across all areas of the curriculum.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early reading, writing and counting skills, and their understanding of shape, numbers and measurement
- review the organisation of indoor play areas, to provide a greater range of learning experiences that cover all areas of learning, to fully engage and stimulate children, and help to extend their skills and knowledge as they explore.

Inspection activities

- The inspector observed children during adult-led activities and self-chosen play, indoors and outside.
- The inspector carried out a joint observation with the provider and manager, to evaluate the quality of teaching and learning.
- The inspector spoke with children, their parents and staff throughout the inspection to take account of their views.
- The inspector held meetings with the provider and manager at appropriate times during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records and staff's training certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff have a clear understanding of their responsibility to report any concerns about a child's welfare to the relevant authorities. Risk assessments of the premises and any accidents are thorough. Recruitment and induction procedures are rigorous, to ensure the suitability of staff. Management provides effective support to the staff team. For example, they have regular individual and team meetings to reflect on their practice. Staff undertake ongoing training to extend their knowledge. For instance, they have successfully strengthened their teaching of communication and language. Management effectively monitors the children's learning to identify and target any gaps or patterns in development. For example, they have recently increased opportunities for children to explore and learn about technology.

Quality of teaching, learning and assessment is good

The management and staff team use effective systems to observe and assess children's progress. They use their good knowledge of each child to plan purposeful activities that suit their next steps well. For example, to strengthen older children's dexterity and coordination, they teach them to use scissors and sticky tape to make a picture with natural items found in the garden, such as leaves. Children play imaginatively and creatively. They make 'meals' for staff with role-play toys and talk about what they have painted in their pictures. Staff build strong partnerships with parents. They routinely share detailed information with parents, and each other during daily 'huddle' meetings, about children's achievements and care routines to provide consistency.

Personal development, behaviour and welfare are good

All children develop good social skills, make friends and play nicely together. Toddlers confidently approach the older children and join in with their games or play contently next to them. Staff are calm, kind and patient, and help children learn how to behave well. For example, at the start of the session, they remind children to use 'kind hands' and 'listening ears'. Staff plan activities to help children recognise and manage their feelings. For instance, children identify how the characters on picture cards might feel by looking at their expressions, and talk about what might have made them feel like this. Staff promote children's health effectively. Children benefit from plenty of fresh air and enjoy being physically active. For example, they develop their large-muscle skills as they repeatedly ride scooters down the slope and then push them back up to the top.

Outcomes for children are good

Children are well prepared for school. They are confident and independent, eagerly taking responsibility for small tasks and care routines. For example, they help to clear up after snacks and feed the pet rabbit and guinea pig. Older children in particular demonstrate high levels of concentration and involvement in their chosen activities for extended periods. All children listen well at group time, understand the rules, and take it in turns to speak and listen to one another.

Setting details

Unique reference number	EY428422
Local authority	Plymouth
Inspection number	1062480
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	53
Name of registered person	K and S Childcare Limited
Registered person unique reference number	RP902757
Date of previous inspection	15 August 2013
Telephone number	01752 761015

The Cabin Childcare Centre, YMCA registered in 2011 in the city of Plymouth, Devon. It is one of three nurseries owned and operated by K & S Childcare. The setting is open each weekday from 7.30am until 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. There are 13 members of staff who work directly with children, including a director and manager. All staff hold qualifications to at least level 2. The director is an early years teacher. The setting also employs two members of staff to support the running of the setting.

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