

The Cabin

125 Park Avenue, Shelley, Huddersfield, HD8 8JZ



Inspection date

4 July 2018

Previous inspection date

13 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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 newly appointed manager accurately evaluates the quality of the pre-school and fully involves staff, parents and children in this. She has ensured that actions from the last inspection have been addressed and has created a robust action plan to identify areas for further development and to support continual improvements.
- Children who have special educational needs (SEN) and/or disabilities are supported extremely well. Staff work very effectively with a wide range of professionals and specialist provisions to support consistency and provide a shared approach to children's learning.
- Staff support children's mathematical learning very well. They encourage children to count, consider how many more they need, make simple calculations, identify different sized objects, order the days of the week and understand past, present and future.
- Partnerships with the local school are strong. Staff work extremely closely with the Reception class teacher. They take children to school for visits to help them become familiar and share their learning records. The manager and Reception class teacher work closely to standardise assessments and enhance planning for children even further.

It is not yet outstanding because:

- At times, the noise level indoors makes it difficult for children to fully focus their listening and attention skills during adult-led activities and in their independent play.
- Systems to enhance staff's professional development and training are not consistently focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- monitor the noise levels of the indoor play environment so that all children are consistently able to fully focus their listening and attention skills to the highest level
- focus staff's professional development and training to help raise the quality of teaching and extend children's learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed the pre-school's self-evaluation with her.
- The inspector held meetings with the manager. She checked policies and procedures, staff qualifications and evidence of the staff's suitability and viewed children's learning records.
- The inspector spoke with children and staff at appropriate times during the inspection. She also spoke with the Reception class teacher from the local school.
- The inspector spoke to parents during the inspection and took account of their views and those provided in writing by other parents.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have good knowledge of child protection issues and understand how to keep children safe from harm. They know what to do if they have any concerns about a child's welfare or the behaviour of a colleague. The new manager has introduced team and supervision meetings for all staff to help them understand their role. The manager monitors the progress that children make and identifies any areas where they are not achieving as expected. Staff develop very strong partnerships with parents and keep them fully informed about their children's progress through parents' evenings, daily discussions and termly developmental reports. Parents speak highly of the pre-school and value the support that staff provide for their children and for themselves.

Quality of teaching, learning and assessment is good

Staff are qualified and know the children well. They make accurate assessments of their learning and use this information well to shape children's learning experiences. Staff make literacy learning fun. They encourage children to use resources and characters to act out traditional stories that they know. Older boys show imaginative ideas and display great amusement as they change the ending to stories. Staff support children's understanding of the world very effectively and skilfully help children to develop their understanding of cause and effect. Children show delight as they discover how quickly ice melts in the hot sunshine to release the play sea creatures that had been frozen within it. Staff introduce interesting vocabulary as they help children to understand how the water temperature changes and gets warmer. Younger children show excellent levels of persistence as they carefully pour water and mud from one jug to another as they play outdoors. Staff seamlessly join in children's play and become playmates.

Personal development, behaviour and welfare are good

Staff provide rich and varied learning experiences indoors and outdoors that cover all areas of learning. Children shows kindness as they gather bricks for each other when building structures together. Their behaviour is good. Staff support children's emotional well-being effectively. Children develop close and trusting relationships with their key person. They display good levels of self-esteem and confidence. Staff ensure that children play outdoors each day. Children show good coordination and physical control of their bodies as they climb tall structures in the garden. They thoroughly enjoy taking part in traditional games and run enthusiastically. Staff support and encourage children to care for the pre-school environment. Children are very helpful and tidy resources away.

Outcomes for children are good

All children, including those who have SEN and/or disabilities make good or better progress. Children are enthusiastic, motivated and independent learners. They eagerly join in activities and show positive attitudes towards their learning. Older children write their own name and some children read and spell words correctly. Children develop the skills they need for the future and are well prepared for school.

Setting details

Unique reference number	311309
Local authority	Kirklees
Inspection number	1114304
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 - 10
Total number of places	24
Number of children on roll	35
Name of registered person	The Cabin Committee
Registered person unique reference number	RP523046
Date of previous inspection	13 September 2017
Telephone number	01484 600519

The Cabin registered in 1993. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens term time only Monday to Friday from 9am until 3.15pm. There is also a breakfast club, that operates Monday to Friday from 7.30am until 8.50am and an after-school club from 3.30pm until 6pm. A holiday club takes place during the school holidays. The pre-school provides funded early education for three- and four-year-old children.

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