

# Inspection of Anson Cabin Project

38 Meldon Road, MANCHESTER M13 0TR

---

Inspection date: 11 October 2019

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy at the playgroup. Staff warmly welcome children to settle into their morning. Most children confidently move around the environment. They choose activities and resources which capture their interests. Children develop positive relationships with staff. For example, they invite staff to join their play as they pretend to feed and care for the dolls. Although staff warmly join in with children's play, they do not use effective teaching skills to successfully build on what children already know and can do. There is not enough challenge and extension in children's learning to focus on what they need to learn next and increase their progress. As a result, at times, children lose interest in planned activities and do not have sustained engagement.

Some children show an interest in counting and recognising numbers. For example, they use magnetic number pieces to match different numbers. Other children competently put 10 green bottles in numerical order as staff sing the song to them. Children's play is closely supervised by kind and nurturing staff to ensure they are safe. However, staff do not use consistent behaviour strategies to teach children about expected boundaries. Some children do not learn how to manage their feelings and behaviour independently. This does not fully prepare them for future learning, such as school.

### **What does the early years setting do well and what does it need to do better?**

- The manager prioritises children's safety. For instance, staff follow effective risk assessments to maintain a safe learning environment. Staff teach children about safety as they practise chopping their own fruit at snack time. This also encourages aspects of children's independence and self-care skills.
- The manager has suitable systems to supervise staff practice and support their professional development. However, the manager does not have a clear understanding about how to design and implement an ambitious curriculum for children. As a result, the quality of education is not coherently planned to focus on what children need to learn next. Children do not make consistently good progress to help prepare them for future learning, such as school.
- Parents provide positive feedback on how well their children are safe and enjoy attending the playgroup. They comment that children often talk fondly about the playgroup and staff when they are at home. Parents state they are happy with the service they receive and value the secure relationships which children have built with staff. Staff communicate regularly with parents about their children's care and learning. They share information about children's progress and interests. This ensures that parents feel well informed about their children's learning and development.
- The key-person system is effective in supporting children's sense of belonging

and well-being. Key persons know the children in their care well and meet their care needs effectively. For instance, some staff sing songs to children while they change their nappies, to help settle them and model language for them. However, staff do not consistently teach children the correct difference between the names of letters and the sounds which represent letters.

- Children enjoy playing with sensory materials such as sand and play dough. They use their hands and various tools to manipulate the play dough into different shapes. Some children spend prolonged time in the sand as they find hidden letters in the sand. They enjoy filling and emptying different-sized containers. Staff provide praise and encouragement to boost children's self-esteem and sense of achievement.
- The manager has plans in place for the ongoing development of the playgroup and is committed to focusing on improvement. For example, she has started working in partnership with local authority support and other similar settings to begin sharing and developing good teaching practice.
- Children thoroughly enjoy developing their physical skills in the outside play area. Staff have improved this area to make it more inviting. Children excitedly run and jump in puddles as they happily shout out 'splish splash'. Some children navigate around equipment using ride-on toys. Children are learning to take turns during some games. For instance, staff encourage children to play together as they alternate knocking over plastic skittles using a ball.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the procedures to follow if they have any concerns about a child's welfare. They know the correct agencies to report any such concerns. The manager regularly updates her knowledge through training and is aware of wider safeguarding issues and of safe recruitment procedures. She checks staff knowledge and ensures they also complete relevant training. All staff are aware of basic signs and symptoms of abuse. Furthermore, they know the procedures to follow if an allegation is made. Staff complete effective risks assessments to ensure children play and learn in a safe environment.

## What does the setting need to do to improve?

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

|  | Due date   |
|--|------------|
| improve the quality of teaching to ensure this focuses on what children need to learn next and provides sufficient challenge and extension in their learning | 01/11/2019 |

|  |            |
|--|------------|
| implement effective and consistent strategies to help children to manage their feelings more independently and understand behavioural expectations | 01/11/2019 |
| maintain an accurate record of children's hours of attendance as required.   | 14/10/2019 |

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

- sharpen the design and implementation of the curriculum to ensure this promotes an ambitious programme of learning
- provide a consistent approach to teaching children the correct difference between letter names and the sounds which represent letters.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY368113  |
| <b>Local authority</b>                           | Manchester  |
| <b>Inspection number</b>                         | 10064771  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 to 3  |
| <b>Total number of places</b>                    | 12  |
| <b>Number of children on roll</b>                | 5   |
| <b>Name of registered person</b>                 | Anson Cabin Project Committee   |
| <b>Registered person unique reference number</b> | RP527659  |
| <b>Telephone number</b>                          | 01612 485695  |
| <b>Date of previous inspection</b>               | 20 October 2015   |

## Information about this early years setting

Anson Cabin Project re-registered in 2008. The playgroup employs four members of childcare staff, two of whom hold early years qualifications at level 3. The playgroup provides sessional childcare for children aged two-years-old to five-years-old. Sessions are from 9.30am until 12.30pm, Monday to Friday during term time only. The playgroup provides funded early education for two-, three- and four-year-old children. In addition, the playgroup offer open access play provision during term time for children aged five-13-year-old, every Monday to Thursday from 3.45pm to 5.45pm and Saturday from 12.30pm to 3.30pm. The playgroup also offer youth sessions for 12-16-year-olds.

## Information about this inspection

### Inspector

Farzana Iqbal

## Inspection activities

- The manager and the inspector held regular discussions during the inspection. A learning walk was carried out to explore the manager's approach to planning and teaching the early years foundation stage curriculum.
- The inspector observed the quality of teaching both indoors and outdoors and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation of an activity and shared their evaluations of this.
- Discussions were held with parents, staff and children and their views were considered.
- The inspector sampled some documentation, including the manager's action plan and staff suitability records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019