

Inspection of Anson Cabin Project

38 Meldon Road, MANCHESTER M13 0TR

Inspection date: 21 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Although children enjoy their time in this warm and welcoming setting, the curriculum is not coherently planned, sequenced or designed. This means that while children have fun and enjoy their time at the 'cabin', they are not being helped to make the progress that they are capable of. This is more apparent in their communication and language and literacy development.

Children enter happily. They are greeted by kind and caring staff who know them well. Children are confident and are becoming independent. For example, younger children concentrate to peel tangerines. They take their coats off on arrival and hang them on individual pegs. Children show they feel safe and know that they belong. For example, older children point to their photograph on the wall and tell visitors 'that is me'. Children know the routines and are developing self-care skills, such as handwashing before eating and covering their mouth if they cough. Due to the impact of the COVID-19 pandemic, children also sanitise their hands on arrival.

The environment is designed with young children's interests in mind. Staff have created an inviting learning environment, that is filled with an exciting array of toys and equipment. This helps to motivate children and they are inquisitive and curious as they explore. Children beam from ear-to-ear as they play. They have fun with their friends and the small staff team. Children's manners are impeccable. They respond with 'thank you' or 'you are welcome' when they are praised for an achievement or acknowledged for helping out. These positive interactions require no prompts from staff. This demonstrates that the high expectations for behaviour are firmly embedded.

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

- The manager knows the children's interests and the activities that they enjoy. However, while the provision for personal, social and emotional development is strong and mathematics is being promoted, the curriculum does not focus on what individual children need to learn next. Learning is not precisely tailored and the activities and experiences often get in the way of the skills that children need to learn. Staff have decided to teach children to read and write. However, some children are not ready for this. Furthermore, staff are not skilled in teaching this aspect of learning and incorrect phonetic sounds are being taught.
- Staff and children interact together with warmth and sensitivity. Their conversations are friendly and cheerful. However, staff have not ensured that children who speak English as an additional language have opportunities to see, hear and use their home languages. Staff have failed to recognise the benefit and value of children being able to use both languages, to help them to develop excellent communication skills.

- The manager works with a very small team. She believes this is a strength as their relationships are strong. The manager knows her team well and ensures that their workload is manageable. For example, they are given time to complete mandatory training and have regular discussions and supervision meetings. This means that, overall, staff are aware of and able to fulfil their role and responsibilities. However, the manager has failed to identify gaps in curriculum knowledge.
- Staff and children are proud to be part of the 'cabin' and the small community. Staff make good use of the local services on offer and they know what their children and families need. Staff take children to the community grocer each week. Children choose fresh fruit and vegetables from the assorted produce. They bring it back to the cabin to eat at snack time. Children enjoy the sensory experience of tasting and crunching sweet red pepper, and take any extra fruit and vegetables home. Children look forward to the regular visit from the police community support officer as they know him well.
- Parents speak positively about the setting. Parents say their children are happy, safe and the staff are 'warm, gentle and kind'. However, the level of information shared between parents varies. Although some parents say they are kept updated with care and learning, some parents are not as involved. The manager and staff recognise that there is room to involve all parents more fully in children's learning and development and to seek parent's suggestions for improvement.
- Staff focus on children's emotional health and physical well-being. Relationships reflect a positive and respectful culture. Children sit together and take turns to add pieces to large floor puzzles. They stand closely beside each other as they make marks and draw on the whiteboard. Children invite others into their games. For example, they make cups of tea in the pretend kitchen area and young girls blow the 'hot' tea before handing it to visitors and their friends. Older boys wait for their turn to ride the cars outdoors.
- The manager aspires to provide a good service. She uses action plans and asks her staff to help to identify some areas to develop. However, self-evaluation processes have not identified all areas that require improvement, to help to achieve a consistently good standard.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their child protection knowledge up to date. Staff refresh their training so that they are aware of any new legislation or reporting procedures. This means that if they need to report a safeguarding concern, staff have access to accurate information. During the period of closure due to COVID-19, staff kept in touch with children and families. Staff sent home food parcels and activities for children to do at home. This helped to maintain ongoing communication and satisfy staff that children were safe. Risk assessments are used well to identify and minimise any possible hazards. For example, vandals damaged the outdoor area and the manager took immediate steps to ensure this

space was safe. She sectioned off the hazardous area so that children are not at risk and can still enjoy outdoor play.

What does the setting need to do to improve?

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

	Due date
construct a curriculum that is coherently planned and sequenced so that children make the progress that they are capable of across all areas of learning	21/12/2021
support staff to provide opportunities for children to use their home languages to help their communication and language development.	21/12/2021

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

- help staff to teach children the correct phonetic sounds to support children's reading and writing skills
- involve parents even more in their children's care and learning and seek their views to promote ongoing improvement.

Setting details

Unique reference number	EY368113
Local authority	Manchester
Inspection number	10129290
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	5
Name of registered person	Anson Cabin Project Committee
Registered person unique reference number	RP527659
Telephone number	01612 485695
Date of previous inspection	11 October 2019

Information about this early years setting

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

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the manager and the intent of the curriculum was discussed.
- The inspector evaluated an activity with the manager.
- Discussions were held with the manager and staff.
- Relevant documentation was checked and discussed, such as policies and procedures, the inspector reviewed self-evaluation and checked evidence of staff suitability.
- Parents were spoken to.
- Children were spoken to throughout the inspection.

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.

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