

Inspection of Anson Cabin Project

38 Meldon Road, MANCHESTER M13 0TR

Inspection date: 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Giggling can be heard in abundance at this positive and happy nursery. Children arrive with a smile and immediately run with excitement to explore the resources and activities on offer. Staff interact positively with the children and have built caring relationships with them all. For example, children beam with pride as staff sing their names during the welcome song. They jump up and exclaim 'here I am'. Children feel safe and secure.

Children benefit from a curriculum that meets their needs and interests. Staff understand how to adapt their teaching in the moment to ensure that children remain engaged and make progress. When children show an interest in the wind outside, staff blow bubbles and encourage them to observe the way the wind moves them through the air. Children jump up and down with excitement as they try to catch the bubbles as the wind carries them away. All children, including children with special educational needs and/or disabilities (SEND), consistently demonstrate high levels of engagement and make good progress from their starting points.

Children interact happily with each other and enjoy engaging adults in their play. They are learning to independently take turns and share resources. Routines are embedded and children follow these routines with confidence and independence. For example, after children wash their own hands, they put the paper towel in the bin without being asked to do so. Children behave well and are becoming increasingly independent at managing their own personal needs.

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

- Since the last inspection, the manager has developed the nursery's curriculum to ensure that it builds on what children know and can do over time. The manager is now clear on what each individual child needs to learn next and how this will be effectively implemented. The carefully designed curriculum is broad and meets children's learning needs across all areas of the early years foundation stage. Children are developing the skills and knowledge that they will need to be successful in the next stage of their education.
- Staff are passionate about reading to children. They have chosen a range of books that they want children to be familiar with by the time they start school. They read to children and use puppets to act out the story. Children carefully turn the pages of books with their friends and point at the pictures as they describe what is happening in the story. They are developing a love of reading.
- Staff promote children's mathematical development across many activities. They sing number songs to children and talk about how many fish there are in the water tray. Children use mathematical language in their play, describing the

sizes of the dinosaurs. Children demonstrate secure knowledge of early mathematical concepts.

- Children with SEND are extremely well supported at this nursery. Staff identify children's needs early and engage with other professionals to ensure that they get the support they need to make optimum progress. Children with SEND make significant progress from their starting points.
- The manager has proactively addressed the areas of weakness raised at the last inspection. She has undertaken a broad range of professional development opportunities, including acting on advice and support from other professionals and the local authority. This has led to rapid improvements in the quality of the provision and has secured consistently good levels of teaching.
- Parents are extremely complimentary about the nursery. They say that their children have made good progress since attending, particularly in their language and confidence. Parents explain that they are given lots of information about what their children are learning. They appreciate the advice that staff give them about how to help their children's development at home. Parents say their children's key person is 'like a second mum' to them.
- Overall, children's language is supported well. Staff model vocabulary to children and expose them to a range of language through singing familiar songs and rhymes. However, staff do not always extend children's language by expanding on what children say or by asking them open-ended questions.

Safeguarding

The arrangements for safeguarding are effective.

Children play in a safe and secure environment. They are taught how to keep themselves safe when eating their food and the importance of having good hygiene practices. Staff assess risks thoroughly and recognise their responsibilities to keep children safe. Staff have a secure knowledge of the signs that may indicate a child is at risk of abuse and how to respond. They understand how to report any concerns they may have about any adults' behaviour towards children.

What does the setting need to do to improve?

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

- promote further children's communication and language skills by extending the use of open-ended questions and expanding on what children say.

Setting details

Unique reference number	EY368113
Local authority	Manchester
Inspection number	10213675
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	4
Name of registered person	Anson Cabin Project Committee
Registered person unique reference number	RP527659
Telephone number	01612 485695
Date of previous inspection	21 October 2021

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 5 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
Liz Dayton

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager took the inspector on a learning walk and explained the intentions for children's learning.
- The inspector looked at relevant documentation, including checking the suitability of the staff.
- Discussions were held with the manager and staff during the inspection.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of an activity inside.
- Children spoke to the inspector during 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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