

Inspection of The Cabin Childcare Centre, YMCA

YMCA, Honicknowle Lane, PLYMOUTH PL5 3NG

Inspection date: 24 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle quickly and are keen to explore the stimulating learning environment. Staff interact positively with children, showing them warmth and kindness. Children respond affectionately and snuggle up with staff in a blanket as they share stories together. Children feel comfort and a sense of security. Staff help children to learn about their emotions and provide quiet spaces where children can feel safe. Children sing songs about how they feel using different voice tones. They confidently link their feelings to actions to support their emotional development.

Children enjoy the free choice between indoor and outdoor play. They show curiosity and a positive attitude to learning. Staff provide children with opportunities to help develop their physical skills. They place items of interest high up in trees to encourage children to stretch and strengthen their muscles. Children enjoy navigating the uneven ground. They persevere when climbing up the small hill mounds and relish shouting to their peers from the top, which aids their communication.

Leaders use additional funding to employ more staff to support children's individual needs. They also provide all children with extra activities to enhance their knowledge about the world around them. For instance, children learn about and hold a variety of insects provided by an outside professional.

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

- Staff support children's communication well. They use signs to support speech and use new vocabulary with children as they play. For example, as children play with dough, staff pat, pinch, twist and stretch it using the accompanying words. This helps children to make the connection between actions and language.
- Children enjoy exploring nature and learning about growth. They talk about finding an ant and try to find a safe place for it, such as in some leaves. They show pride with the different minibeasts they have collected in their pot. Children have access to the on-site allotment. They dig in the soil and grow their own fruit and vegetables, including strawberries, beans and rhubarb. Staff also take children on woodland walks to embrace their love of the natural world.
- Staff embrace children's love of 'superheroes'. During story time, children and staff dress up and choose their favourite hero toy. As staff read stories around this topic, they encourage children to use their toy figures to act out parts of the story, supporting their imagination and early reading skills.
- Children have free access to both the indoor and outdoor area. They confidently choose which activities they enjoy, such as using tape to join cardboard boxes together to make a pretend castle. However, staff do not always provide

children with consistent guidance to help them find answers to their questions to enable them to solve problems independently.

- Leaders evaluate their setting and identify areas to improve to benefit children. For instance, they have created a role-play classroom, where children learn about complex shapes and recognise their name in preparation for their move to school. However, leaders do not always identify and report significant changes to Ofsted as required, including updated information about the setting's operating times and contact details.
- Parents comment on how well their children have settled. They report on how their children's social and language skills have developed since starting. Leaders and staff provide fun opportunities for parents at the setting. Parents enjoy 'afternoon tea' and 'den building' activities to further strengthen partnerships between home and the setting.
- Staff work with other educational providers to offer children additional learning activities. Children enjoy interactive music sessions. They sing and play musical instruments with peers and staff to encourage their confidence and communication. However, staff do not always build on children's existing skills to further their development. For example, although staff know what children need to learn next, the planning and implementation of whole-group activities does not consistently consider all children's needs.
- Children learn about local artists as well as historic ones, such as Picasso. They create 'transient art', which is made from moveable pieces, such as natural resources. Staff encourage children to create and explore materials rather than focusing on a finished product to encourage children's own ideas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff show confidence and a good understanding of local safeguarding procedures. They know how to recognise and report any child protection concerns to the relevant agencies. Staff ensure the premises are secure to prevent any unauthorised persons from entering. They use a video intercom system to check the identity of those who arrive at the setting. Staff help children to learn how to manage age-appropriate risks, such as when travelling around the outdoor area. Leaders ensure that staff have the relevant experience and qualifications to work with children. They carry out ongoing suitability checks to ensure children's welfare.

What does the setting need to do to improve?

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

- encourage children to find answers to their questions to help them to solve problems independently

- plan and implement whole-group times more effectively to help every child build on what they already know and can do.

Setting details

Unique reference number	EY428422
Local authority	Plymouth
Inspection number	10279809
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	69
Name of registered person	K and S Childcare Limited
Registered person unique reference number	RP902757
Telephone number	01752 201372
Date of previous inspection	27 September 2017

Information about this early years setting

The Cabin Childcare Centre, YMCA registered in 2011 and is located in Honicknowle, Devon. The setting is open Monday to Friday, from 8am to 5pm, term time only. It provides free early education funding for children aged two, three and four years. There are 13 members of staff who work directly with children. All staff hold qualifications from level 2 to level 6. The setting also has three apprentices working towards an early years qualification.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Leaders and the inspector completed a learning walk and discussed the early years curriculum.
- Children spoke to the inspector about what they like to do at the setting.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Leaders and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023