

Inspection of The Howgill Kabin

St. Marys RC Primary School, High Road, WHITEHAVEN, Cumbria CA28 9PG

Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are introduced to the nursery gradually. The flexible key-person system successfully values the needs and preferences of every child. This contributes towards the special bonds that are formed between children and staff. Children enjoy attending the nursery. They separate easily from parents at the entrance gate each day. Children quickly become confident and independent. They willingly attempt to put on their coats for outdoor play and pour their own drinks at snack time. This prepares children well for their move on to pre-school. Children's behaviour is generally good. Children play happily alongside their friends. They kindly share toys and resources with them, usually without having to be prompted.

Leaders and Staff encourage children to have fun, to make their own choices and to express themselves freely. Children, including those receiving funded early education, show a great interest in objects that fit together equally. They begin to hear and say some mathematical language during play. Children, including those who speak English as an additional language, reflect on their own home life experiences during role play. They enjoy pretending to blow out the candles on a celebration cake and recall how to make a 'cup of tea'. Children take interest in books, including the illustrations. They turn the pages, sometimes from left to right. Children move in a variety of ways outdoors. They remain deeply engrossed in their play and learning for lengthy periods.

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

- The well-qualified staff spend quality time engaging with children. They take account of what children know and enjoy when planning for their continued learning. Children squeal with delight when using their senses to explore foam. They use tools for a purpose, to make a variety of different marks. Children closely observe how the foam changes when adding paint. They demonstrate their continued enjoyment through their lengthy and active involvement.
- Partnerships with parents are strong. Staff make sure that parents are kept well informed of their children's learning and progress. They gladly invite parents to events, such as the Christmas carol service, to help them to share their children's experiences of nursery. Parents say that the nursery is very 'family orientated' and that 'children get the attention that they need'.
- Overall, staff support children's early language development well. They engage children in conversations during play and ask a good range of questions to promote their thinking skills. Staff model words for children to hear and say. They introduce new language associated with actions. For example, during play on the workbench, staff ask children to tap screws 'gently' and 'quietly'. However, at times, children are a little unsure of what some action words mean and staff do not swiftly step in to show them. This does not aid children's

understanding of words and their meanings most successfully.

- Staff place a sharp emphasis on promoting children's physical skills. They introduce fun ways for children to perfect their advancing skills. For instance, children develop greater precision and accuracy when throwing soft balls at a toy snowman and often hit the intended target. They exercise regularly during their weekly 'active start' sessions within the nursery and take resources home to practice any new skills. Children lead healthy and active lifestyles.
- Leaders recruit staff safely. They engage staff in meaningful supervision sessions that focus on improving their good practice. Staff complete a broad range of professional development. Recent training has helped staff to gain a greater awareness of how to cater for children's different learning styles. For example, staff now provide more space for children, particularly boys, to lay out when playing. This is contributing towards children being more relaxed and engaged.
- Staff have generally high expectations for children's behaviour. They gently intervene to resolve any conflicts that arise during play. Staff remind children to use their 'kind hands' and 'gentle voices' at nursery. They ask children to help with tasks, including tidying up. However, staff do not reliably pursue these requests and instead do much of these tasks for children. This does not support children to gain a superior understanding of the rules and boundaries in place.
- Staff show a true commitment to the continued improvement of the nursery. They involve children in fundraising events that help to broaden their experiences. Children learn about the world around them when taking part in a two mile sponsored walk along the coastal path. They benefit directly and show increasing interest in the new books that are purchased with some of the funds.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained. They have a good knowledge of the procedures they need to take to protect children's welfare. Leaders understand the importance of working in partnership with other agencies, to help to keep children safe. Staff maintain high standards of health and hygiene practice. They implement rigorous hand washing routines, to prevent the spread of infection. Staff consider the needs of the children being cared for, including in relation to their ages. For instance, staff ensure that fresh fruit is cut safely at snack time, to prevent any risk of choking. Children develop the ability to keep themselves safe. During play outdoors, they know to hold onto the handrail with two hands when climbing on the low-level wall.

What does the setting need to do to improve?

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

- strengthen teaching and extend children's understanding of more complex words and their meanings, to build on their communication and language skills most

successfully

- intervene most reliably and support children to follow instructions more precisely and gain a heightened awareness of the rules and boundaries in place.

Setting details

Unique reference number	EY377422
Local authority	Cumbria
Inspection number	10233729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	23
Name of registered person	Howgill Family Centre
Registered person unique reference number	RP905147
Telephone number	01946 592551
Date of previous inspection	9 February 2017

Information about this early years setting

The Howgill Kabin was registered in 2008 and is situated in the grounds of St Mary's Catholic Primary School. The nursery employs three members of childcare staff. Of these, one holds an appropriate qualification at level 3, one holds an appropriate qualification at level 4 and the manager holds an appropriate qualification at level 5. The nursery is open from Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12pm until 3pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the provider, the staff and children at appropriate times during the inspection. She held a separate meeting with the manager to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included, evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector took account of the views from parents.

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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