

The Cabin Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Langtree School Ground, Reading Road, Woodcote,
Reading, Berkshire, RG8 0QY

Telephone number 01491 680854

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Cabin Pre-School opened in 1987 and is located in a purpose built portacabin on a primary and secondary school site in the village of Woodcote. The setting has access to a safe outside area which is shared with the school. There is ramped disability access to the building. The pre-school serves mainly the village and surrounding local area. The setting is registered to provide care for a maximum of 21 children aged two to five years at any one time. There are currently 32 children on roll; of these, 21 receive nursery education funding. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The group is open during term times only from 8.30am to 11.45am and 1pm to 3.30pm, Monday to Friday. The group also offers a lunch club and an early start group. A holiday scheme for children aged up to seven years operates during some school holiday periods. Five full and part-time members of staff work with the children, of whom four hold early years or teaching qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is judged to be good, because the pre-school provides a welcoming, bright environment for the children to explore. They are confident, happy and keen to learn in well organised, inclusive activities. They benefit from the excellent partnerships between staff and parents and carers, the host school and the community. Staff are knowledgeable about the children in their care and take into account their individual needs and interests. The manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement and have good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of technology in activities for children
- develop the use of technology to record children's achievements

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good and secure understanding of safeguarding issues. They carry out regular safety checks to minimise the risks for children. Rigorous recruitment and vetting procedures ensure that all adults having contact with the children are suitable. Security within the setting is good and staff are vigilant in supervising children to ensure they

remain safe in their indoor and outdoor environments. Comprehensive policies and procedures are fully implemented to ensure that children's safety is safeguarded. Fire drills are practised regularly to ensure children are familiar with the evacuation procedures.

Partnerships with parents and carers are excellent. The staff regularly share the children's achievements with them. They are kept very well informed of their children's achievement and progress through their Learning Journeys and 'All About Me' information. Parents benefit from clear communication with staff and noticeboards and newsletters provide additional information about the pre-school, such as planned activities and involvement in the setting. They say that staff are friendly and caring and that their children enjoy coming to the pre-school. There are excellent links with the host school and information is shared very effectively with them to ensure a smooth transition to the school. They benefit from the use of the outdoor environment and playing field. There are excellent links with the community. The manager keeps the village community fully apprised of life at the pre-school in the monthly village newsletter. Parents and members of the community attend children's performances, such as the children's nativity play in the village hall. They are very supportive of fundraising events, such as toddler waddles and pre-school stalls at summer and Christmas fayres.

The pre-school is well led and managed and staff have a clear idea of strengths and areas for development. Regular appraisal of staff takes place and they have a good capacity to improve in the future. Teamwork is strong and staff regularly attend staff meetings and training. There is rigorous monitoring of activities and staff actively promote equality and diversity. They ensure children are fully integrated in the pre-school and achieve well. Good progress has been made since the previous inspection. In particular, all documentation is regularly reviewed and updated and Learning Journeys keep parents fully informed of their children's achievements. Regular self-evaluation helps identify areas for improvement, such as to develop the use of technology in activities and encourage children to use the digital camera and computer to record their achievement. Staff are well deployed and resources are used effectively and imaginatively to meet the needs of the children.

The quality and standards of the early years provision and outcomes for children

Children are keen to experience the range of activities offered to them and staff welcome and value their ideas. They regularly evaluate the work of the children. They encourage them to share their experiences with their parents.

Children behave well because staff are very good role models. They learn to take turns, show respect for others and share play resources sensibly. They have good relationships with each other and festivals, such as Diwali, Christmas, Burns Night and the Chinese New Year enrich their experiences.

Children's health is promoted well and they are helped to develop a positive understanding of healthy foods and meals. Their independent skills are developed

well as they help to prepare their own fruit salad and bread for snack time. They pour their own drinks. They enjoy growing their own herbs and vegetables outdoors. They have a good understanding of keeping safe and healthy as they take part in regular fire drills and use tools safely to make cheese and courgette scones. They learn about the importance of taking exercise and enjoy balancing on apparatus and riding their bikes and pedalled vehicles.

Children have fun being creative in their stimulating indoor area. They enjoy role play in their Chinese restaurant and practising their Chinese writing. They are keen to draw and colour daffodils for St David's Day. They carefully made bagpipes out of tartan material for Burns Night. Personal development and language skills are promoted well in the pre-school. Children enjoy listening to familiar stories, such as 'The Hungry Caterpillar' and eagerly talk about the story. Most write their own names and count up to 10 and beyond. They are keen to dance to music and enjoy recording their own singing. They complete simple computer programs although staff have identified the need to extend the use of technology in activities, including for those for self-assessment. All children achieve well, including those with special educational needs and/or disabilities. Overall, children are well prepared for life beyond the school day and the next stage in learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met