



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133703

DfES Number: 522587

### INSPECTION DETAILS

Inspection Date 24/02/2004  
Inspector Name Lynne Elizabeth Lewington

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Cabin Pre-School  
Setting Address Langtree School Ground, Reading Road  
Woodcote  
Reading  
Berkshire  
RG8 0QY

### REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee Cabin  
Pre-School 296168

### ORGANISATION DETAILS

Name The Management Committee Cabin Pre-School  
Address C/O Mrs Alison Burrige  
14 Blensgrove Close  
Woodcote, Reading  
Berkshire  
RG8 0QY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about 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.

The pre-school serves mainly the village and surrounding local area.

There are currently 32 children from two to five years on roll. This includes 25 funded three and four year olds. Currently one child attends with special educational needs none with English as an additional language.

The group is open during term times from 09.00 to 11.45 and 13.00 to 15.30, Monday to Friday. Children can bring a packed lunch.

Five full and part time members of staff work with the children, three hold early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. Further support is provided by the management committee and through strong links with the on-site primary school.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Cabin Pre-School is acceptable and is of good quality overall. The children are making generally good progress towards their early learning goals. Children behave well and show an eagerness to learn.

The teaching is generally good and staff have a sound knowledge of the stepping stones and early learning goals. Observations and assessments enable the key workers to identify areas for development with individual children, however they are not used to inform planning. Appropriate challenges are set for children although expectations are not always high enough to stretch older or more able children. Some staff are very expressive and enthusiastic making a very happy environment. The provision for children with special needs is satisfactory.

Leadership and management is generally good. The manager is new to her role and is developing the provision. An accurate assessment of the strengths and weaknesses of the provision has been undertaken. This includes improving the planning system currently in use. The staff team work well together and are supported by an active committee, the school and EYDCP. Professional development is valued, staff have appraisals and are encouraged to undertake relevant training.

Partnership with parents is generally good. Welcome information is provided and a notice board informs of topics. Details of activities and learning outcomes are not included. Parents are made welcome and can help in the setting if they wish. Parents speak positively about the service offered and feel that they are made aware of their child's progress.

### What is being done well?

- Behaviour management is very good. Staff act as good role models and children respond to high expectations, praise and encouragement
- Staff are warm, welcoming and enthusiastic this enables the children to be happy, confident and show an eagerness to learn
- Children are developing a love of books. They enjoy stories, telling them to each other, listening to the adult and looking at the story and reference books alone. The book area is spacious and comfortable, this encourages the children to use it frequently
- Children's agility and language ability is encouraged by staffs enthusiastic and encouraging participation in action songs and rhymes
- The new manager has made an assessment of the provisions weaknesses and is in the process of addressing them, this includes planning.

**What needs to be improved?**

- provision of maths resources, enabling the children to match, compare, sort, sequence and make pattern and experience quantity
- planning, to ensure that all areas of learning are addressed are. They should be clear working documents for staff and parents to use
- provide parents with more information about what their children are learning and how they can help at home
- opportunities for children to make their own creations.

**What has improved since the last inspection?**

The pre-school have made limited progress since the last inspection. The group were asked to improve the programme for mathematics by giving appropriate priority in plans, more opportunities for practical problem solving and more occasion for children to use sequencing, comparing, making pattern and order using every day objects.

They were also asked to enhance the programmes in all areas of learning by ensuring that plans make clear what children are expected to learn from activities and using this information ensure that all the desirable learning outcomes are fully covered in the programme as a whole.

No action plan was available. The current manager has recently been appointed and has highlighted planning as an area of weakness that is currently being reviewed.

Staff do use number and shape in everyday activity. However, children still require more opportunities to compare, make patterns, sequence and experience quantity using everyday objects.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, show independence, interest and a willingness to learn. A child is chosen each day to take on the role of 'helper', this enables the children to develop self esteem and experience responsibilities. Children are independent and manage their self care well, they help each other and have opportunities to make choices. Children behave well and are learning to share although this could be developed further.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Adults support the children well in the book corner, children listen attentively to stories, their attention is drawn to details and they are encouraged to predict the story. Early reading and writing skills are developing well and some children can write their own names. Children enjoy repeating and taking part in action songs and rhymes, remembering the words and anticipating the actions. Opportunities to relate letters to sounds in everyday activities is often missed.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Numbers are displayed around the room, children make number books, colouring and counting the pictures in their books. In action songs they count backwards and forwards and at registration the children repeat numbers. Children have limited opportunities to develop an awareness of shape, position and quantity. Opportunities are missed to develop maths in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children share experiences and future events. Planned activities help children learn about different cultures and customs. Children use the computer competently and they have access to telephones in the home corner. Adults develop the children's senses by drawing their attention to shape, colour, texture and sometimes taste when looking at items. Opportunities to develop the children's awareness of time and the weather are missed.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have outside activity twice a day. They competently ride trikes, scooters, and use hoola hoops. Children move confidently showing good co-ordination by carrying their cup and snack plates to their seats. Action songs encourage the children to use their bodies in different ways, stretching, stomping and curling. They use pencils, crayons, paint brushes with increasing dexterity. Opportunities to develop fine motor movements further are missed.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination in role play. They take messages on the phone, do the ironing, make dinner and act out life experiences. Opportunities to use instruments and move to music are well planned and children take part enthusiastically. Children have opportunities to paint using a selection of colours although opportunities for making their own creations using a variety of materials is limited to adult led activity.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- The following key issues should be addressed;
- Provide children with activities for matching, sorting, ordering, comparing and sequencing objects on a daily basis. Build on the staffs understanding maths potential in every activity.
- Provide clear plans indicating which area of learning the activity will address, and the desired outcome. Display the plans for staff and parents to refer to and suggest ideas that parents can undertake to compliment their children's learning.
- Improve the children's opportunities for creating their own artistic works, choosing and cutting their own materials, enabling the children to develop fine movements and their own creative abilities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*