

# Inspection of Cabin Preschool

Woodcote School Grounds, Reading RG8 0QY

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Inspection date: 29 June 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The pre-school provides a welcoming, bright and secure environment for children. They are happy and settled, and they behave well. Children are very familiar with the routines. For example, they know that it is time to stop what they are doing and to pay careful attention when staff clap their hands. Children have good opportunities for outdoor play, which support their health and well-being effectively. They say they particularly enjoy playing on the school's large playing field, where they happily run races with their friends and chase bubbles that are blowing in the wind. Staff support children well to understand the effect that vigorous exercise has on their body, as they all stop to feel their heartbeats.

Staff provide good role models for children. They are kind, and they remind children about being polite. Children develop good levels of self-esteem and of self-discipline. For example, they learn to regulate their own time on popular resources by using an egg timer. Children understand the importance of good hygiene. They manage their personal needs increasingly well and wash their hands regularly to minimise the spread of germs. The pre-school has high expectations for all children, and children are well prepared for their future learning.

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

- Staff implement the planned curriculum well, overall. They know children's needs and use this information effectively to plan activities to build on their learning. Staff adapt activities well to suit the individual needs of the children. For example, younger children explore the toy train while the older children are practising letter sounds.
- Overall, staff engage with children purposefully during activities. For instance, they provide water for children to add to the sand so that they can explore what happens when they mix the two together. However, occasionally, some routine activities, such as breakfast, are not well organised to ensure children remain engaged in purposeful learning. This results in some children losing focus during the activity.
- All children, including those for whom the pre-school is in receipt of additional funding and those with special educational needs and/or disabilities, make good progress. Older children receive good support to prepare them for their transition to school, such as when they practise wearing their new school uniform.
- Children develop their thinking skills well. Staff help them to think through and order their ideas. For example, they encourage children who are sequencing patterns to think about each colour 'taking a turn'. However, at times, staff step in to help children to do things that they can do themselves, such as putting on their coats and their shoes. This does not support them to develop their

personal skills as well as possible.

- Parents speak very highly of the pre-school staff. They appreciate the efforts the pre-school makes to keep in touch with them despite the COVID-19 (coronavirus) restrictions. They feel well informed about their child's learning and care, and they comment favourably on the suggestions they received to support their children's learning when the pre-school was closed.
- Children are starting to develop good friendships and to understand the needs of others. They happily wait for their turn and share the resources, such as when they take it in turns to 'do their makeup' and help each other to use the toy straighteners to 'do their hair'.
- Children share their ideas and opinions confidently, and staff value their views. Staff listen carefully as children talk about their interests and what they enjoy doing. This helps children develop their language skills well. Children make independent choices in their play and have access to a wide range of resources to support their learning. For example, some children enjoy squishing, rolling and flattening play dough indoors, while others prefer to bounce on the hoppers outdoors.
- Leaders and managers follow good procedures to monitor the quality of the provision and to check that any gaps in children's learning are closing. Staff have good opportunities for continuous professional development and say they have no concerns about their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of how to safeguard children. They know how to identify children who may be at risk of abuse and understand the action to take if they have any concerns about children. Staff supervise children carefully at all times. They consistently check sleeping children to ensure they are safe and are comfortable. Staff conduct regular checks of the premises to ensure that children play in a safe environment. They provide guidance for children to help them understand about how to keep themselves safe, such as when they play on the adjacent school field.

## **What does the setting need to do to improve?**

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

- review the deployment of staff during some aspects of the day, such as mealtimes, to help all children stay focused and engaged in purposeful learning
- support staff to further develop children's independence to the best possible level.

## Setting details

<b>Unique reference number</b>	EY547894
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10143665
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Cabin Preschool CIO
<b>Registered person unique reference number</b>	RP547893
<b>Telephone number</b>	01491680854
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cabin Preschool opened in 1993 and registered again to become a charitable incorporated organisation in 2017. It operates from premises in the Woodcote School grounds in Woodcote, near Reading. The pre-school employs five members of childcare staff. Of these, four hold recognised childcare qualifications at level 3 and above. The pre-school opens from Monday to Friday, term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education to two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Margaret Davie

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the manager to find out how the provision is organised and to discuss the curriculum intent.
- Parents spoke with the inspector, who sought their views of the setting. The inspector also talked with children and held discussions with staff about their understanding of the policies and procedures.
- The inspector spoke with the manager and the chair of the committee to understand how they monitor the quality of the provision. She sampled a range of documentation, including the record of Disclosure and Barring Service checks and the first-aid certificates.

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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