

Caterpillars Club (Coleshill)

Inspection report for early years provision

Unique Reference Number	200550
Inspection date	10 December 2007
Inspector	Paula Hunt
Setting Address	High Meadow Infant School, Norton Road, Coleshill, Birmingham, B46 1ES
Telephone number	01675 462312 and 01675467540
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Registered person	Caterpillars Club
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Caterpillars, Owls and Larks club opened in 1995 and operates from within High Meadow Infants School which is situated in a small rural town of Coleshill in North Warwickshire. The setting is managed by a committee. The nursery co-ordinator is responsible for the daily running of the nursery, and the out of school provision is managed by a supervisor. The Caterpillars Club is situated in a classroom between the reception class and the school hall and the Larks and Owls Club operate from the school hall. The setting provides a service to the local community and surrounding areas.

A maximum of 24 children may attend the nursery at any one time. The Caterpillars club is open each weekday from 09.00 to 11.30 and from 12.30 to 15.00 school term time only. Children can remain for both sessions staying for the lunch hour. The Larks Club is open each weekday from 07.45 to 08.50 and later in the day the Owls Club opens from 15.00 to 17.45. This facility is also available on teacher training days and during school. All children share access to a secure outdoor play area.

There are currently 53 children on roll aged from three to under eight years on roll. Of these 25 children receive funding for early education. The clubs support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The club employs eight members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good hygiene practices. For example, they clean tables prior to snack times. Children learn about the importance of hygiene through consistent daily routines. They wash their hands independently after using the toilet, participating in messy play and before snack time. An older child confidently explains that you wash hands clean to get the germs off. Children attending the out of school club are independent in their self-care and need no reminding to wash their hands before sitting down for their evening snack. Good arrangements are in place for first aid, there is always at least one qualified first aider available and there is a fully stocked first aid kit which is easily accessible. Comprehensive written policies are in place regarding sickness, accidents and the administration of medicines; these are fully implemented by staff and shared with all parents.

Children are offered healthy and nutritious snacks of fresh fruit. School-age children are offered a selection of cereals, toast and fruit juices prior to starting school. Staff obtain information from parents about any specific dietary requirements and ensure that these are met. Young children can choose when they want their snack as there is a cafeteria system in place. Children are keen to talk about what they are eating, such as 'this orange is lovely and juicy'. Children can help themselves to water from a water fountain at any time. Children are offered a hot school lunch or can bring a packed lunch from home.

Children have excellent opportunities for fresh air and exercise by accessing the part-enclosed outdoor play area on a daily basis. The pre-school keep the doors open and allow children to play both indoors and outside. Children thoroughly enjoy playing in a stimulating outdoor play area which is divided into different areas. They run around adjusting speed and direction to avoid collision. They grow sunflowers from seeds and access resources such as books and writing materials. For example, children enthusiastically take part in a Christmas treasure hunt. This extends play and learning from indoors to the outside. Children's fine muscle control and development is effectively supported through a range of well-planned activities. For example, children knead, roll and cut play dough. They use scissors and tools with dexterity and confidence. Some children are beginning to show an awareness of their own bodily needs as they find tissues and wipe their own nose, or wash hands after messy play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. Space is organised well to ensure children have freedom of movement and access to an extensive range of toys and activities. The environment is bright and colourful, with children's art work and photographs displayed throughout. Children use good quality, suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. Resources are easily

accessed by children, for instance books are displayed on low-level book shelves, therefore promoting their independence. The book area provides children with opportunities to be quiet and rest if required.

Children are learning to tidy up, this encourages them to take responsibility for themselves and other's safety. They regularly practise the emergency evacuation procedure and discuss the need to walk not run inside the pre-school. Staff have good safety procedures in place which minimise the risk of accidental injury to children. They are vigilant and use risk assessments to reduce potential hazards. The outside door is well monitored at arrival and departure times and visitors are asked to sign to show they are on the premises.

Children are well protected from harm because staff have a good understanding of their roles and responsibilities to safeguard children. Staff have a good understanding of the signs and symptoms of child abuse and are aware of what action they are required to take should they have a concern about any child.

Helping children achieve well and enjoy what they do

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age-appropriate resources and activities are available. These include areas of sand play, craft activities, painting, puzzles, role play and an area in which children freely access books. School-age children also enjoy experiences and activities within the adjacent hall and outdoors, all of which provides interest, stimulation and challenge to help children progress and enjoy their time at the setting. They enjoy being creative and enthusiastically make Christmas cards for relatives and friends, and share their time fairly when using the play stations for games. Children enjoy dressing up from the good range of clothes in order to take part in imaginative play. They enthusiastically play pool in pairs or relax together in the book area in comfort. Children are aware of what other resources are available to them and are confident to ask staff members for toys or games. Overall, children are involved, interested and enjoy their time together in the club following a busy day at school.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and are skilled in implementing it. They provide a wide range of activities and experiences to cover all aspects of children's learning. Planning is flexible, clear and covers all areas of the curriculum. Staff clearly understand and implement it but are flexible in allowing for spontaneous activities which are child-led. For example, children commented about the icy day; they were encouraged by staff to put on their coats and go outside to investigate and watch it begin to melt as the sun came out. Assessment systems are effective; they clearly show what the children know, understand and can do. This clearly identifies the next steps in learning. There is a high emphasis on free choice and learning through play.

Children separate from carers with confidence and enjoy the nursery and the activities on offer. They are developing good relationships with each other and show concern and respect for both peers and staff. Children are allocated a key worker and this helps children to develop a sense of belonging and to settle in. They mostly operate independently within the nursery, seeing to their own personal hygiene and care. Children choose activities from the shelves, help staff tidy activities away and take pleasure in putting on their own coats and aprons. However, limited opportunities are provided to promote children's independence during daily routines

such as at snack and meal times. Children confidently chat about their lives and experiences. Older children talk eagerly about their pets and others group together and talk about Christmas. They speak about the decorations they have at home and the cards they have sent to each other. They are developing confidence through appropriate praise and encouragement. For example, when being praised for their efforts during their painting and craft and when identifying the numerals in the number puzzle, thus helping to develop their confidence and self-esteem.

Children confidently recognise their own name as they self-register. They also have frequent opportunities to develop pencil skills during mark making activities and are starting to link sounds to letters. For example, they recognise whose name begins with a specific sound and when they consider the sound of the first letter of the day and month they make links to other words that start with this sound. Staff encourage children to write their name spelling out the letters with them as they do so. Children listen attentively when staff read group stories. Children are beginning to develop a good interest in numbers; they count well to 10 and beyond and more able children are beginning to solve simple mathematical calculations. Children are confident about size, shape and colours as they discuss, full, half and empty during their play. They work out whether they have enough pieces to make a bridge which has the same number of bricks on both sides. They use words such as bigger, across and the same to compare and express size and shape.

Children play harmoniously together. Behaviour is appropriate as children understand the need for rules and respond to instructions from staff, enabling learning to take place. They learn to share when using equipment, such as the computer and patiently wait their turn. Children greatly enjoy looking at the world around them. They demonstrate a good awareness of the natural world through discussion and planned activities. For example, they go for walks in the school grounds and talk about the leaves on the trees changing colour, of the weather and the seasons. Children examine the leaves of plants and observe how they grow and examine the life cycles of a butterfly. They show great interest and confidence when using simple programmes on the computer. They carefully control the mouse to move the cursor on the monitor. For example, when playing 'Miffy's Birthday Story' they are able to match the presents.

Children thoroughly enjoy numerous creative activities such as making multi-coloured lanterns and holly wreaths. They skilfully cut paper and use glue to stick their wreath together, thus developing hand to eye coordination skills. Children use a variety of role play settings to develop their imagination and familiar experiences. Children happily wrap boxes to represent presents, dress up as Santa and act out their own Christmas story. Some children excitedly became reindeers crouching together on all fours as they assemble the sleigh to help Santa deliver his presents. Children negotiate indoor space with confidence, and move around furniture and floor activities carefully. They have excellent opportunities to develop their physical development through everyday activities. The nursery keep the doors open and allow children to play both indoors and outside.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and children have easy access to resources and activities. There are good systems in place to support children with learning difficulties and/or disabilities. Children are developing some awareness and understanding about diversity through resources such as puzzles, small world dolls and welcome posters. However, limited opportunities and activities are provided to raise children's awareness about various celebrations from around the world.

Children's behaviour is very good. They are well supported by staff who use lots of praise to reinforce good behaviour and they act as good role models. Children use manners, which are actively encouraged by staff at every opportunity, and they act courteously towards their peers, adults and visitors. Children gain a positive attitude to helping through everyday routines, for example, they enthusiastically help to tidy away. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the good partnership developed between staff and parents and this contributes to all children's well-being within the nursery. There are effective systems in place to ensure information is shared on a regular basis about the children's progress and daily activities, for example, through daily chats, and access to development records at parents' evenings. Policies and procedures are available to parents about the setting and notices in the hallway and newsletters are used to up-date parents on any changes and forthcoming events. Parents' views about their child's needs and interests are actively sought on a regular basis throughout their time there and are given information about the Foundation Stage and on how to extend children's learning at home. Parents are very happy with the care and education children receive. Staff ensure that all parents know how their children are developing and progressing and provide parents with an appropriate range of written and verbal information about the nursery.

Organisation

The organisation is good.

Children benefit from an environment and practice that is well organised to meet children's needs. Staff are qualified, experienced and further develop their understanding of childcare issues through attending regular training events. Children receive consistent care and educational experiences because staff have a shared understanding of good practice. Documentation is well maintained in line with the National Standards and therefore helps in promoting the safe and efficient management of the setting. Thus, the welfare and care of children is maintained. However, staff hours of attendance are not recorded and the daily register of children's hours of attendance is not accurate and up to date. Therefore children's welfare is not fully protected.

Leadership and management is good. All staff demonstrate how well they work together as a team. They have a firm understanding of their roles and responsibilities. They are enthusiastic, motivated and committed to improving the quality of care and education they offer.

Management and staff welcome support and guidance from an early years advisory teacher and work in partnership with the school. They follow effective procedures that monitor and evaluate the provision for example, through regular staff meetings, committee meetings and parent questionnaires. Staff members are committed to training and developing their skills and knowledge of childcare and education. They all take a keen interest and involve themselves in the planning and assessment systems. Overall, children's needs are met.

Improvements since the last inspection

Since the last inspection the setting has taken positive steps to further promote the welfare of the children. They have devised and implemented a written policy for lost and uncollected children. Parents are made aware of the policy through copies in the operational plan and in the information pack. The child protection policy has been revised to ensure it complies with the Local Safeguarding Children Board and written agreements with parents that set out the expectations of both parties as to the care of the child and business arrangements have been established. The storage of snacks and packed lunches complies with environmental health

regulations as they are stored in the school kitchen cold area. There are now robust recruitment procedures in place and a system for vetting staff has been included to demonstrate that staff are suitable to work with children. The complaints procedure has also been revised to include the regulator's contact details, which is displayed and shared with parents.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff attendance is recorded with arrival and departure times
- ensure the daily register of children's hours of attendance is accurate and up to date.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities to raise children's awareness of the wider world and celebrations
- provide more opportunities for children to develop their independence and self help skills during daily routines such as at snack times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk