

# Caterpillars Under 5's

Inspection report for early years provision

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<b>Unique Reference Number</b>	145896
<b>Inspection date</b>	29 January 2008
<b>Inspector</b>	Tonia Chilcott
<b>Setting Address</b>	Nadder Road, Tidworth, Hampshire, SP9 7QN
<b>Telephone number</b>	01980 602460
<b>E-mail</b>	
<b>Registered person</b>	Army Welfare Service
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 satisfactory. 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 Under 5's opened in 2000. It operates from within Tidworth Community and Leisure Centre, Tidworth, Hampshire, where it has sole access to playrooms, toilets and a secure outside area. A maximum of 44 children aged from one to under five years may attend the setting at any one time. The pre-school is open from 09:00 until 12:00 and 12:30 until 15:00 Monday to Friday and the under 3's crèche is open from 09:15 until 11:45 Monday to Friday. A lunch club is available Monday to Friday and is open from 12:00 until 13:30.

There are currently 85 children aged from one to under five years on roll. Of these, 34 children receive funding for early education. The children who attend are mainly from the surrounding garrison town of Tidworth. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs 14 members of staff. Of these, nine hold appropriate early years qualifications and 2 are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children develop a good understanding of personal health and hygiene practices, as these are generally well promoted by staff throughout the day. For instance, older children are aware of the need to wash their hands before eating and when called for snack time, immediately wash their hands with few reminders needed by staff. Older children access the toilets independently, however, at times, insufficient toilet roll is available and staff do not always ensure that children remember to flush the toilet. Older children are protected from the spread of infection whilst using individual hand towels after washing their hands, although they share a hand towel when washing their hands after painting activities. Although written procedures are in place relating to the nappy changing procedures, these are not consistently applied by staff and consequently younger children are not fully protected from the spread of illness and infection. Children receive appropriate treatment in the event of an accident or injury occurring at the pre-school as sufficient staff with up to date first aid training are on site at all times.

Children enjoy a range of healthy and nutritious snacks that are prepared daily. Staff are vigilant in ensuring that snacks are prepared and presented in a manner that ensures that risk of cross contamination is minimised. For instance, staff consistently make sure that surfaces have been cleaned thoroughly before use, cleaning tables with anti bacterial solution before children sit down to eat. Systems are in place and well understood by staff, to ensure that the individual dietary requirements of children are taken into account whilst preparing and supplying food, drink and resources to children. Older children enjoy lunch club, sitting with one another and staff to eat, and engaging in conversations with one another throughout. Whilst parents supply the lunches, staff take time to encourage parents to provide healthy and nutritious options for their children.

Children negotiate space well whilst playing amongst one another. For instance, when sitting together in large groups for story time. Whilst accessing outside play, older children pedal tricycles around the road area, carefully adjusting speed and direction to avoid one another and obstacles. Many older children climb the steps on the climbing apparatus using alternate feet. Children learn to dress and undress themselves during planned activities and before going outside to play, talking to staff about why they need to put hands and gloves on in the cold weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children of all ages are happy and settled within the warm and welcoming environment. Staff make good use of the widely available notice boards to display a good range of examples of children's work and posters, ensuring that children feel valued and welcome. Children of all ages access an extensive range of toys and materials, all of which are clean, safe and suitable for all children. Older children freely make choices from the toys and materials, most of which is stored within bright and clearly labelled, low level storage facilities. All children thoroughly enjoy playing with exciting and stimulating resources, such as the bespoke ambulance within the crèche area of the setting.

Whilst risk assessments are completed on a regular basis, they do not always identify potential hazards. For example, trailing wire from a stereo poses a risk to younger children; staff, at times,

transport equipment such as tricycles over children's heads and do not always remind children of the safety hazards of swinging on chairs and partitions. Children learn to keep themselves safe whilst taking part in a range of activities. For example, they gain an understanding of road safety whilst riding tricycles and taking part in planned safety activities with staff in the outside area. Most children learn about fire safety when taking part in fire drills; however these are not completed amply to include all children and staff. Children are well protected by staff, who have a thorough understanding of child protection and the procedures to follow. Written policies and procedures are in place and are effectively implemented by staff to keep children safe. The policies are shared with parents to ensure that they remain fully aware of the setting's responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages settle quickly on arrival and have great fun during their time at the setting. Staff within the crèche area of the setting have a very clear understanding of the Birth to three matters framework, that is used to plan and provide a broad and stimulating range of activities to enable children's development. They then observe the children's progress and use the information gained to plan activities to extend children further. Toddlers enjoy looking at themselves in the mirrors, rushing across the room to have a good look when they spot themselves in the mirror. Younger children are confident and engage easily with adults, often initiating interactions with staff and visitors. Children concentrate for long periods when taking part in activities such as gloop with staff. They laugh and smile when feeling the gloop in their hands, looking on in awe when staff show them how the mixture changes from solid to liquid.

### **Nursery Education**

The quality of teaching and learning is good.

Staff make good use of time and resources and children are generally well engaged in activities, however, on some occasions children lose interest or become distracted during group activities. Staff build strong relationships with children and know them well; most use skilful questioning to extend children's learning and their caring and enthusiastic approach promotes children's self esteem effectively. Staff work very well together as a team, supporting one another and sharing information. All staff are fully committed to improvement and as such, eagerly seek further advice; quickly implementing any recommendations. Some staff effectively question children, encouraging the children's development further.

Children are happy and enjoy their time at the setting, confidently entering and seeking out their friends to join. Many children happily speak in a familiar group, taking time to listen to others, for instance, during key worker groups children happily share ideas and initiate conversations with one another and staff. Children enjoy listening to stories when the group separate into two groups and most concentrate well, however, some lose concentration and are distracted at times. Children's imaginations are developing well. They enthusiastically engage in imaginative play, and use the good selection of resources well to support their play, for example whilst playing the house. Children pretend to cook for one another, mixing ingredients in the bowl whilst talking to one another, before stopping the conversation to 'put it in the oven'. Children are beginning to build a repertoire of songs and many eagerly join in singing. They sing loudly and then silently complete the actions to particular songs, such as 'wind the bobbin up', before excitedly shouting 'knees' at the end of the song.

Many children recognise a range of different colours and confidently identify the correct colour table that corresponds with their key worker group, when going to sit down in a group. Some staff extend children's learning of colour well during everyday activities, for instance whilst building with the large blocks or when potato printing. Most children confidently recognise their written names; whilst self registering many find their name cards confidently and whilst putting their paintings and drawings into their named drawers. Children play well together, sharing and taking turns throughout. Whilst building high towers with staff, using the large blocks, children patiently wait their turn to place the next block on the tower. Although a popular activity, children wait patiently again to use the computers available. Many confidently use the mouse and the programmes installed, aware of how to complete the simple programmes.

### **Helping children make a positive contribution**

The provision is good.

Children of all ages are happy and settled within the caring environment. They behave well in response to praise and encouragement from staff and particularly enjoy being rewarded with stickers to mark their good behaviour. They proudly show staff the stickers, enjoying the further praise they then receive. All children regularly talk to staff about the groups golden rules, confidently telling staff about their kind hands and kind feet when talking about the rules. Children develop a sense of community and a positive understanding and appreciation of a wide range of different cultural festivals, whilst taking part in interesting and varied activities. For instance, children learn about American Independence Day, Chinese New Year and Ganesh Chaturhi. Children with identified learning difficulties or disabilities or English as an additional language are well supported by staff, who have systems in place to allow them to assess the needs of children and then plan activities to support the children's learning. Effective links have been made with other agencies that support both children with learning difficulties or disabilities or English as an additional language, to ensure that the staff are fully able to meet the needs of the children attending. Staff are passionate and have a sound understanding of their roles when supporting both children and parents with additional needs. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Children benefit from the good relationships that are forged between staff and parents. A comprehensive welcome pack is provided to all new parents, that provides information about the group's policies and procedures and information about the Birth to three framework and the Foundation Stage, thus ensuring that parents are aware of the educational programme provided. Newsletters are provided to parents regularly, and contain information about the planned activities that children will take part in and ideas for parents to complete activities at home with their children, thus ensuring that parents are fully involved in their child's learning. Parents are fully able to contribute to their children's development records, enabling a complete picture of progress to be identified. Parents contributions are welcomed by staff and gathered either verbally or by the completion of parental observation sheets.

### **Organisation**

The organisation is satisfactory.

The staff team are suitably experienced to work with children, with a good level of staff being fully qualified; they are fully committed to updating and furthering their knowledge and skills. Systems are in place, and vigilantly followed, to ensure that all staff are suitably checked before working directly with children. A full induction programme is in place to support new staff and

to ensure that they quickly become familiar with the routines, policies and procedures of the setting; although some procedures, for instance relating to safety and children's health are not effectively followed at times. Space is organised well, particularly within the pre-school area of the setting, to ensure that children are able to play freely and safely within defined areas, whilst being supervised throughout. Staff are committed to improvement and, consequently play an active role in the inspection process, eagerly taking part whilst they seek to adapt and improve their practice. All required documentation is in place and used to promote the welfare of children. Although fire drills are undertaken, the procedures are not practised enough to ensure that all children and staff are able to take part. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good.

The manager and staff work very well together as a team and demonstrate a high commitment to continually develop and improve children's care and education. This is achieved through regular training, effective links with other agencies and participation in the PLA accreditation scheme. Appraisals of staff are undertaken on a regular basis. This enables both staff and the managers to identify any training needs and consequently source any appropriate training. The management team meet regularly to review and assess the effectiveness of the educational programme provided, working together to identify areas to develop further and then monitoring the progress subsequently made.

### **Improvements since the last inspection**

At the last care inspection the setting was asked to amend the Child Protection statement to include procedures to be followed in the event of an allegation of abuse against a member of staff. The written policy now includes full details of the procedures to follow and contributes towards the protection of children. The setting was also asked to ensure good hygiene practice during activities involving food preparation. All surfaces are now thoroughly cleaned before children eat or prepare food, thus ensuring that children are protected from the risk of contamination. At the last inspection of nursery education, the setting was asked to increase the opportunities for children to freely express themselves in art, design and music. Children now freely access art and crafts and music throughout the sessions, that are child led to ensure that they are able to freely express themselves further. The setting was also asked to increase the frequency of practical activities to encourage an interest in number problems and basic calculation. Children now access planned practical activities on a regular basis that encourage their progress relating to simple calculation and number. Finally the setting was asked to ensure that planning includes the regular use of tools and of resources that help children learn about other cultures and beliefs. A wide range of stimulating activities are now planned and presented on a regular basis to enable children to learn about the cultures and beliefs of others. They freely access a wide range of toys, materials and resources that provide positive images of the wider world.

### **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.

## 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 satisfactory. 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 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 that nappy changing procedures fully protect children from the spread of illness and infection at all times
- ensure that toilet facilities are suitable for children's use at all times
- assess the risks to children in relation to trailing wires and the transportation of equipment, and take action to minimise these
- ensure that fire evacuation drills are completed regularly to make sure that all children and staff are able to take part

#### 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):

- continue to review the sessions to ensure that all elements fully engage children throughout
- continue to review the current planning systems with the aim of ensuring that staff make good use of incidental learning opportunities to extend children further

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](http://www.ofsted.gov.uk)