

# Caterpillar Pre-School

Inspection report for early years provision

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**Unique reference number** EY294642  
**Inspection date** 21/09/2009  
**Inspector** Deborah Jane Orchard

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**Type of setting** Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Caterpillar Pre-School was registered in 2004. It is run by a local charity, Hounslow Action for Youth in Hanworth in the London Borough of Hounslow. The pre-school operates from a community centre.

The pre-school is registered to care for a maximum of 26 children under eight years at any one time, all of whom may be in the early years age range. There are currently 43 children on roll. Of these, all are within the early years age range. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is open each week day during school term time from 9am to 11.45am. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The setting supports children with learning difficulties and /or disabilities and also supports children who speak English as an additional language.

The nursery employs four permanent staff and three additional support staff and one member of staff who provides cover for holidays and sickness. All the permanent staff, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority childcare and development partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The staff's limited knowledge of the Early Years Foundation Stage (EYFS) results in children's welfare being compromised. The setting does recognise each child as an individual, but they are not yet fully secure in the delivery of the learning and development requirements. The systems for ensuring staff are suitably vetted are not robust, which compromises children's safety. The risk assessments and complaints procedure are not sufficient. These factors show a lack of awareness of their weaknesses and the setting's limited capability to maintain continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a 19/10/2009

- minimum (Suitable premises environment and equipment) (also applies to both parts of the Childcare Register)
- carry out a full risk assessment for each type of outing (Safeguarding and welfare) 19/10/2009
  - ensure that there are effective procedures in place for checking that staff are suitable to work with children (Suitable people) (also applies to both parts of the Childcare Register) 19/10/2009
  - improve staff's knowledge and understanding of the EYFS to ensure children are safe and have their individual needs met (Safeguarding and welfare) 19/10/2009
  - ensure a record of all complaints made is kept and made available as required (Safeguarding and welfare)(also applies to both parts of the Childcare Register). 19/10/2009

To improve the early years provision the registered person should:

- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management of the setting is not effective. Children are not being fully safeguarded. The vetting procedures regarding the suitability of individuals working in the setting are not robust, which impacts on the setting's ability to protect children. The risk assessment procedures are not effective. For example, potential risks to children regarding the access to the adjacent building, exposed sockets and not addressing identified hazards, means children are being put at risk. The arrangements for risk assessments for outings are inadequate. This demonstrates weaknesses in the manager's ability to guide staff and bring about improvements. A safeguarding policy, which includes the required details is in place. The manager is aware of what steps to take if she has concerns about a child in her care. The staff are informed of these procedures at induction and through discussions. Most of the remaining required documentation is in place and kept up-to-date. However, the complaints records are incomplete and not all information is made available for inspection.

The manager and staff have carried out a written self-evaluation of the provision. They have been able to identify some of their strengths and areas they wish to improve. However, they have failed to identify some significant weaknesses in their provision. These include, the systems for ensuring children are fully safeguarded. Some improvements have been made since the last inspection, such as, providing a behaviour management policy and ensuring a record of children's attendance is kept up-to-date. However, recommendations raised regarding risk assessments have not been sufficiently addressed.

Children, parents and carers are greeted by a friendly staff team. Information displayed in different languages and pictures positively reflecting diversity in the community help to provide a welcoming environment. Children can move freely from inside to outdoors and access an adequate range of resources with ease. The staff team communicate verbally with parents each day and provide opportunities for regular meetings with the child's key worker. The parents are provided with a notice board which displays photos of staff and relevant information. Parents spoken to at the time of inspection are satisfied with the standard of care provided. The setting is beginning to make links with the school adjacent to the setting and works with relevant professionals involved in the children's individual care. Relevant information regarding the children's individual needs is gathered from parents and respected within the setting.

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

Children are settled and at ease in the setting. They are able to participate in free-play activities together with some which are adult led. This helps to support them in making some progress in all areas of their learning and development. For example, children play happily in the home corner, they pretend to feed the dolls and offer them cuddles. They join in singing sessions and make music with a variety of instruments. Children new to the setting receive reassurance from staff, helping them to develop a sense of belonging. Children are developing numeracy skills during routine activities, they count how many cups they need at snack time and sing 'Five little ducks' at circle time. They make their mark on their individual placemats and engage in conversations with staff at circle time. Children have access to a range of resources which promote diversity, including dolls and a selection of books. Children have opportunities to be creative as they are able to access a range of craft materials.

The staff have some awareness of the learning and development requirements of the EYFS. They observe what children can do and get to know their individual needs. Although, the planning is not sufficiently tailored to each child's needs and does not always demonstrate a clear picture of the steps children are making. Staff's ability to implement the welfare requirements is inadequate. For example, they lack awareness of some safety issues both inside and out. This impacts on children's safety and well-being.

All children are treated with respect as the staff greet them by name. They have equal opportunities to access suitable play materials. Children behave well in the setting as they are aware of what is expected of them, they help to tidy up and receive praise and encouragement which helps to develop their confidence. Children participate in fire drills so know what to do in an emergency situation. However, they are not able to feel safe during outings as risk assessments do not include information regarding potential dangers. Careful procedures are established regarding the safe collection of children by suitable adults. Children's health is protected as they are able to play in a clean environment and staff hold relevant first aid certificates. Children are able to develop an understanding of healthy lifestyles as they receive healthy snacks at break time and understand why

it is important to wash their hands before eating. Children develop their physical skills as they climb large apparatus and manoeuvre tricycles in the outside area.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 19/10/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 19/10/2009
- take action as specified in the early years section of the report (Procedures for dealing with complaints). 19/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 19/10/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 19/10/2009
- take action as specified in the early years section of the report (Procedures for dealing with complaints). 19/10/2009