

The Caterpillar Club and Bumble Bees Pre-School

Inspection report for early years provision

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| Unique reference number | 311821 |
| Inspection date | 15/09/2009 |
| Inspector | Vivienne Dempsey |
| Setting address | Birtley Community Association, Birtley Community Centre, Ravensworth Road, Birtley, Chester le Street, County Durham, DH3 1EN |
| Telephone number | 07876722216 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

The Caterpillar Club and Bumble Bees Pre-School are located in Birtley Community Centre in the Birtley area of Gateshead. The Bumble Bees offers pre-school care for children aged from two and a half to five years. The Caterpillar Club offers before and after school care for children aged from four to eight years; however, it may admit children older than this. The group admits children from Birtley East Junior School, Ravensworth, St Joseph's Infant and Junior School, Portabello and Barley Mow.

The Bumble Bees Pre-School is open from 9.15am to 11.45am, Monday to Friday in school term time. The Caterpillar Club is open from 7.30am to 9.00am and from 3.00pm to 6.00pm in term time, and from 8.00am to 6.00pm in school holidays. Both groups are closed on bank holidays.

Both groups have use of the same areas, which are the hall, a large adjoining room and toilets to the back of the premises. There is a small sectioned-off kitchen area in the room. There is outdoor play space to the side of the premises; however, this is also a car parking area and can only be used when safe to do so. There is a local park that is very close to the group that can be used for outdoor play and the Caterpillar Club has an agreement with a nearby junior school for occasional use of their playground.

There are three staff members working with the pre-school children. There are four members of staff working with the out of school children and three used for escorts to collect children from various schools. All staff members have appropriate childcare qualifications. There are 20 children on roll in the pre-school group. There are approximately 35 children on roll in the out of school group, who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

All children and their families are warmly welcomed by the setting's friendly staff. Staff work closely with parents to collect a suitable range of information to help meet the care needs of children. A wide range of activities is freely available to the pre-school children and they have independent access to all resources. This gives them choices about what they do. However, a sufficient range of resources is not always available for children who attend the before and after school club. Staff attend a variety of relevant training opportunities to develop their knowledge and understanding of statutory requirements and childcare issues. This helps them to develop the provision they provide. However, several requirements have not been met, which does not fully meet the needs of all children.

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:

- ensure a daily record of the children's hours of attendance is accurately maintained (Documentation) (also applies to both parts of the Childcare Register) 30/11/2009
- identify aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 30/11/2009
- ensure at least one member of staff with a current paediatric first aid certificate is on the premises at all times (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 30/11/2009
- keep a record of accidents and first aid treatment and retain for a reasonable period of time after children have left the provision (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 30/11/2009
- implement systems to undertake sensitive observational assessment in order to plan to meet young children's individual needs in the out of school club (Organisation). 30/11/2009

To improve the early years provision the registered person should:

- further develop systems for self-evaluation to promote the outcomes for children and maintain continuous improvement
- further develop observations and planning systems in the pre-school to ensure experiences are appropriate to each child's stage of development as they progress towards the early learning goals
- carry out a full risk assessment before embarking on each specific outing and keep a fire log of regular evacuation drills carried out, any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The setting is currently undergoing a change in managers. Therefore, the management of the setting is weak. Staff have previously attended safeguarding children training and have a suitable awareness of the signs and symptoms of child abuse. They know the procedures to follow if they have any concerns, which helps to safeguard children from abuse. Suitable vetting and recruitment procedures are

in place and evidence of enhanced disclosure numbers is available for all staff. This ensures all adults looking after children are suitable to do so. A suitable range of policies and procedures is in place for the safe and efficient management of the setting. However, these are not fully implemented by all staff. For example, records for accidents are not suitably maintained and risk assessments are not completed for all areas of the setting. A record of attendance is in place; however, it is not accurately maintained and does not fully show staff and children's hours of attendance. These are breaches of regulations and do not promote the safety of all children.

A first aid box is in place and some staff have a current paediatric first aid certificate. However, systems are not in place to ensure one person with a current paediatric first aid certificate is on the premises at all times. This is a breach of regulation and does not promote the good health of children. A clearly defined procedure for the emergency evacuation of the premises is in place. Discussions with staff suggest that this is regularly practised and staff are aware of the procedures to follow in the event of an emergency. However, a fire log book is not available, which does not ensure any problems encountered are recorded or resolved.

All children are included in the setting and staff work closely with parents and other agencies to ensure their individual needs are met. Positive relationships have been developed with parents and staff carry out home visits to meet the children and families in a secure environment, before they attend. This helps to promote children's confidence and sense of security. Parents state that the level of care is 'very good' and that children are 'very happy' attending the setting. Basic information regarding children's previous learning is sought. For example, an 'all about me' book is completed by parents giving staff some knowledge of children's starting points, likes and dislikes. Parents of the pre-school children attend meetings to discuss their child's progress, development and learning. This keeps parents informed of their child's progress towards the early learning goals. Staff have developed links with other providers and share some information to enhance children's learning and development.

Systems are in place for staff development, such as a supervision system to highlight staff's individual training needs. Recommendations raised at the previous inspection have been addressed. However, systems are not fully in place to identify the setting's strengths and areas for improvement, which does not fully ensure continuous improvement or fully promote outcomes for all children.

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

Children are happy and settled at the setting and enjoy their time there. They are well behaved and know what is expected of them. For example, children confidently carry their plates and cups to the kitchen area after they have finished their breakfast. Children receive praise and encouragement for their effort, which helps to boost their self-esteem and confidence. They enjoy physical activities daily and regularly visit the local play area, which helps to develop their large physical

skills. Staff arrange visits to local areas of interest, such as the farm. However, a full risk assessment is not carried out before each specific outing, which does not fully promote children's welfare.

Some staff have some understanding of the Early Years Foundation Stage learning and development requirements. They are observing children's learning and development and observations are used to track their progress towards the early learning goals. However, observations are not used to plan for the next steps in their learning. Systems to ensure that every child receives an enjoyable and challenging learning and development experience are not in place for the out of school children. This is a breach of requirement and does not ensure that each child receives a challenging learning and development experience.

Children engage in a range of activities, which they can access independently. They enjoy playing with the small world animals and insects and use the wooden construction blocks to create homes for them. Children enjoy being creative and have fun making pictures with feathers, small pieces of wood and felt. They describe the textures of the materials to each other, 'I have a fluffy feather', which helps develop their language and literacy skills.

Children learn about healthy habits, such as washing hands after using the toilet and after messy play. They have free access to a range of healthy snacks, such as raisins, pear and grapes. Staff provide a rolling snack area and children confidently identify their name on their milk carton, helping to develop their language and literacy skills. Children ask questions about why they should drink milk and staff talk to them about how milk 'makes your bones strong'. This helps to develop children's awareness of healthy choices. A visit from the local fire service helps promote children's awareness of safe practices. Staff provide further opportunities for children to talk about dangers and how to keep themselves safe. For example, children enjoy playing in the 'fire appliance' role play area, driving to fires and putting them out.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 4 |
| 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 | 3 |
| 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 4 |
| 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 | 4 |

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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 (Records to be kept) 30/11/2009
- take action as specified in the early years section of the report (Welfare of the children being cared for). 30/11/2009

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 (Records to be kept) 30/11/2009
- take action as specified in the early years section of the report (Welfare of the children being cared for). 30/11/2009