

# Caterpillars Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	220007
<b>Inspection date</b>	04/12/2009
<b>Inspector</b>	Patricia King

<b>Setting address</b>	Church House, St. Botolphs Road, Barton Seagrave, Kettering, Northamptonshire, NN15 6SR
<b>Telephone number</b>	07963837751
<b>Email</b>	
<b>Type of setting</b>	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

Caterpillars Pre-school opened over 30 years ago. It operates from Church House next to the Parish Church in the village of Barton Seagrave in Northamptonshire. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age range may attend at any one time of whom none may be under two years and there are currently 17 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school is open three days a week during term time. Sessions are from 9.30am to 1.00pm Monday, Wednesday and Friday. There are currently four members of staff two of whom hold an appropriate early years qualification. The setting receives support from the local authority and from the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This setting has not established an efficient system to effectively identify strengths and weaknesses such as the procedures in place to report safeguarding concerns and conduct risk assessments. Staff take care to get to know the children well and work as a cohesive team to ensure that children's individuality and needs are recognised. Positive partnership with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. A secure stimulating environment is created offering an interesting and diverse range of activities and learning opportunities indoors and outside.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding procedures are fully in line with the Local Safeguarding Board requirements in this case with regard to the the procedures followed in the event of an allegation being made against a staff member and to report any concerns (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register) 18/12/2009
- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the 18/12/2009

record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment: also applies to both parts of the Childcare Register).

To further improve the early years provision the registered person should:

- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan ongoing improvement.

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

The manager is qualified, experienced and has a positive vision about how to provide a quality service to children and their parents to meet their individual needs. She leads a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Thorough staff induction ensures that all adults working in the setting are fully informed, prepared for their responsibilities and work efficiently. Most required operational policies and procedures are in place, however, the safeguarding and risk assessment procedures are not in line with the Statutory Framework which means that each is in breach of requirements.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities indoors and outside. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey at the setting and in the home. The setting has established effective partnership with others involved in the children's lives, for example, local schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school.

Most recommendations from the last inspection have been acted upon and there is growing confidence in the use of self-evaluation establish how the pre-school performs overall. However, this information is not yet used effectively to inform and secure a capacity for continued improvement.

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

Children's welfare, learning and development are effectively promoted. The setting is organised imaginatively to create a stimulating, learning environment where children are encouraged to extend their knowledge and skills as they play. Good quality resources and well-planned activities are kept within easy reach of children to promote independence and choice. Each day the staff prepare the environment with displays children's work, educational materials and illustrations to support learning and behaviour. The outside play area is used every session to provide opportunities for children to learn and develop in the fresh air. Staff have good understanding of the Early Years Foundation Stage and consistently plan interesting and challenging activities and opportunities for children to learn and develop. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and detailed learning journals.

Children enter the pre-school confidently, anticipating and eagerly settling into the daily programme. They recognise their name labels and some older ones proudly write their names on their work. Staff skilfully use daily routines, such as snack and circle time, and spontaneous opportunities to promote communication and mathematical learning. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. Any frustration or distress is soothed by gentle support from staff always ready to nurture children's progress or help them settle when separation from their carer is difficult.

Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning. Staff demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, children eagerly explain the importance of having a healthy balanced diet and good personal care. They have secured clear understanding of road safety procedures through activities linked to people who help us in the community and visits from the emergency service providers.

Children are confident to ask for help and support or a favourite story which they enjoy sharing and adding their own contributions. Their knowledge and understanding of the world is promoted as they learn about different cultures, lifestyles and customs. They are learning to show concern and care for others as they help to raise funds for others less fortunate in their community and the wider world.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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, Suitability and Safety of Premises and Equipment). 18/12/2009

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, Suitability and Safety of Premises and Equipment). 18/12/2009