

Codford Caterpillars Pre School

Inspection report for early years provision

Unique reference number 145874
Inspection date 22/09/2009
Inspector Denise Franklin

Setting address Wylve Valley C of E (VA) Voluntary Aided School, Cherry Orchard, Codford, Warminster, Wiltshire, BA12 0PN
Telephone number 01985 851030
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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

Codford Caterpillars Pre School has been open for approximately 20 years. It operates from purpose built premises in the grounds of Wylve Valley Church of England Primary School in Codford, a village location near Warminster. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from 09.00 to 15.00 from Monday to Friday. All children share access to a secure enclosed outdoor play area and there are two covered decking areas. A committee of parents manages the pre-school. There is suitable disabled access to all areas both inside and outdoors.

There are currently 35 children from two to four years on roll, all of whom are in the early years age group. Of these, 17 children receive funding for nursery education. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six staff, including two bank staff. Four staff have NVQ at level 3 or equivalent qualifications. One is working towards a level 3 and one is at level 2. The setting receives support from the local authority. The setting has very close links with the school and staff regularly attend meetings with other settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The learning environment, both inside and out, is extremely attractive and stimulating and children thoroughly enjoy their experiences at pre-school. Staff know the children very well and are extremely skilled at developing children's skills and knowledge using the child's interests. They very effectively ensure that all children are reaching their full potential and are fully included in all aspects of learning. The vigour and enthusiasm, promoted by the new manager, ensures that staff are keen to further develop their skills and knowledge. Therefore the setting has an excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that there is a comprehensive and realistic timetable for reviewing policies and procedures.
- further develop strategies to enable parents to feel more involved in their child's learning and development by celebrating their successes at home as well as at pre-school.

The effectiveness of leadership and management of the early years provision

The committee meet regularly and detailed reports provided by the manager help them to monitor and evaluate provision. Self-evaluation is good overall, although formal monitoring by senior managers is not yet fully embedded into practice. The committee and manager have a very clear understanding of the strengths and areas for development and embed ambition and drive improvement very strongly. They have rightly identified that many of the policies have not been reviewed or updated for some time and are addressing this. All necessary policies and procedures, including safeguarding procedures are in place and rigorously implemented by all staff. The committee have a staff appraisal system, which is becoming more closely linked to identifying staff training needs.

The manager has very successfully empowered staff to become more involved in all aspects of the setting, including sharing in the planning process and monitoring and reviewing practice. Weekly planning meetings enable staff to share ideas and for planning to be more focussed on the interests and diverse needs of the children. As a result, all children are included equally. Resources are excellent and staff are extremely well deployed. This enables the two year olds to have a separate room and covered area and for all children to have access to the outdoors at all times.

The pre-school has close relationships with the school to enable children to transfer smoothly from one school to the next. Staff attend regular meetings with other settings and relationships with the Toddler group are good.

Partnership with parents is outstanding. At least two parents commented 'We love this pre-school'. They are very happy with the information they receive about events and the curriculum. They feel their children are safe and happy. The setting would like to develop more opportunities for parents to celebrate their child's successes at home with the pre-school. The pre-school provides detailed reports about each child's progress, but not all parents share their child's achievements at home with the setting.

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

All children make at least good and often better progress across all areas of learning. They derive full benefit from the setting's high quality indoor and outdoor learning areas and facilities. Many achieve extremely well. Staff are particularly skilled in using every opportunity to develop individual children's knowledge and skills. For example, during a short 'show and tell' session, the adult was successful in introducing new vocabulary to the children as they felt the texture of the doll's hair. During this activity, children spontaneously started dancing to music when their cuddly toy played music. The adult turned this into a successful personal and social development session about feelings. Planning shows that children are introduced to a wide range of experiences. Planning is flexible so that it can be

adapted to meet the needs and interests of the children. For example, a group of children were excited about a birthday so the role-play area was turned into a birthday party. Outside children set up tea parties and used musical instruments to play 'Happy Birthday'. Another child was observed playing imaginatively with a box while others were engrossed, with an adult, in building a four-wheeled vehicle, using the instructions and set of screwdrivers. Although the two year olds have a separate room, there are excellent opportunities for the older children to play with the younger ones and for the younger children to have time using the large play area outside.

Adults intervene at the right time to help children achieve and are skilled at enabling children to take responsibility for their own learning. As a result, children develop self-confidence, contribute to their learning very effectively and thoroughly enjoy learning because they can do so by following their own interests. The children show high levels of independence and behaviour is exemplary at all times. Older children take great care of the younger ones. All children, including the two year olds, pour their own drinks and enjoy a range of healthy snacks and plenty of exercise. They are encouraged to try new fruits and older children talk in detail about the texture of the pineapple leaves while eating pieces of pineapple. As a result, children develop a very good understanding of how to live healthily. Staff provide excellent opportunities for children to develop their social skills at snack time. Children take turns to take a piece of fruit and carefully pass the plate to the next child. They have a very good understanding of the need to stay safe and all safety procedures such as risk assessments and security of gates are rigorously implemented. Welfare procedures are outstanding and parents, who feel that their children are extremely well cared for at all times, confirm this. There are comprehensive health care plans for children with medical needs. All children at Codford Caterpillars are developing excellent basic skills and are being very well prepared for their next stage of learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met