

Caterpillar Pre-School

Inspection report for early years provision

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Inspector Anne Nicholson

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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.

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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 along with the breakfast club that is solely for the use of pupils attending the adjacent Oriel School. It operates out of a large main room with a separate secure entrance lobby and fully enclosed outside play area. The pre-school operates between Monday to Friday, 9.00am to 12.00 noon during term-time only. The breakfast club operates between 7.30am and 8.45am term-time only. Children attend for a variety of sessions.

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 34 children on roll. Of these, all are within the early years age range. The Breakfast Club is registered to care for a maximum of 26 children under eight at any one time. This extended provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting supports a number of children with special educational needs and/or disabilities. They also support children who speak English as an additional language.

The nursery employs four full time staff and three inclusion 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 and several local authority Early Intervention Teams.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development opportunities are satisfactorily promoted by management and staff who are continuing to develop their awareness and skills in planning, making observations and completing assessments. Children have access to a large room base and a fully secure outside play area. Management and staff are planning to further develop children's learning opportunities within this area by increasing the range of resources accessible and completing more planning for outside play. Since the previous inspection ten months ago, staff have attended additional training to increase their knowledge and understanding of the Early Years Foundation Stage and planning for this. Their confidence, knowledge and skills within this are still evolving. Long-term planning is now a team activity and to build up all staff's involvement in the planning process, management are now asking them to complete the required planning to promote the on-going progress of their own key worker children. Staff work hard at developing children's skills and abilities to make 'good choices' and how to recognise 'bad choices'. All children demonstrate that they are gaining awareness of what behaviour is acceptable, including those with additional needs and English as an additional language. They take turns and share and when a conflict occurs they start to sort it out themselves and say 'that was a bad choice' and staff quickly step in and reinforce this ethos if this is not working.

Children's development and on-going progression is now improving through the pre-school amending all policies and procedures, staff attending additional training sessions and becoming more involved in daily tasks; for instance, completing risk assessments. The pre-school provides support to a high number of children with additional needs, such as, special educational needs and/or disabilities and English as an additional language. Children with additional learning needs are very well supported within the setting and there is a variety of communication processes and partnerships with professionals and parents in place to support their inclusion and on-going progression. Children with English as an additional language receive support and the pre-school builds links with all the parents. There are few posters, notices in other languages or visual aids in place to increase their knowledge of the setting's procedures or support communication and language development. For example, labelled pictures with their home language on or a phonetic version of words to use with children and parents to support their understanding.

Management and staff recently completed a comprehensive self-evaluation process to improve outcomes for children and adults that use the setting. Strengths of practice and provision are highlighted and honest evaluations of the areas that require further development to improve the outcomes for children identified. Management and staff report that there is now more teamwork and they seek and receive support from a range of early years professional teams

What steps need to be taken to improve provision further?

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

- continue to develop staff's knowledge and understanding of the Early Years Foundation Stage welfare, learning and development requirements to ensure children are safe and have their individual needs met
- improve the range of communication aids and visual resources reflecting the diverse range of cultural backgrounds of children attending
- ensure that all members of staff read and are given copies of policies and procedures as part of their induction or when amended and that they are explained to and accessible to, all parents
- ensure all staff work both collaboratively and as individuals actively engaging in regular cycles of planning and review to develop their understanding and knowledge of the Early Years Foundation Stage profile and support children's learning progress
- develop the programme for children to gain an awareness of the wider world they live, their own cultures and beliefs as well as those of other people
- improve and plan an environment that is rich in signs, notices, words, books, pictures, music and songs that take into account both children's and staff's different interests, home backgrounds and cultural backgrounds
- monitor and review the consistency of opportunities for children to develop and build upon their personal independence skills and problem-solving skills throughout routine parts of the session, particularly in relation to snack-time, circle time and accessing resources for themselves.

The effectiveness of leadership and management of the early years provision

Children remain satisfactorily safeguarded through a variety of new measures. Implementation of new arrival and departure procedures ensure that children cannot leave the setting unattended. Staff man the entrance door requesting that parents do not fully enter the setting at departure time but wait for their children to be brought to them. Another aspect that safeguards children is the updating of policies, procedures and recording methods to ensure evidence of suitability checks is in place. There is a designated person for safeguarding in place who has undergone additional training. Staff now all routinely complete risk assessments for the premises and outings. During operational hours the premises and outside play area remain secure with entry only gained via a member of staff. Daily registers record children's attendance. Visitors all complete the signing in sheet. Accidents and incidents are clearly recorded and shared with parents. There is guidance to follow on the administration of medication when this is required. All staff have access to the policies and procedures, however, not all have completed pre-school procedures of signing to acknowledge this. Parents can see these policies in the entrance lobby and this includes how they can raise concerns and complaints and of the contact details for Ofsted.

Management and staff work hard to make improvements and since the last inspection they have evolved into a team that works together and shares tasks and responsibilities more routinely, ensuring that sessions run as smoothly as possible. Long term planning is now a joint exercise, management still takes responsibility for medium term planning, although, they are now asking staff to take ownership for planning for their own key worker children. Children have access to the resources placed out for them and if able, can ask for additional resources. Children enjoy doing creative activities like painting, drawing and making finger puppets. They have access to scissors and glue to support this. Children and staff bond well and staff demonstrate a sound understanding of children's individual physical and emotional needs.

Management and staff show they have made a commitment to continuous improvement and now self-evaluate the service they provide in the pre-school as a team. Staff undertake additional training to increase their knowledge and confidence in implementing the Early Years Foundation Stage as well as taking a more active role within routine daily responsibilities. Staff are keen to meet children's welfare, learning and development requirements and display increasing confidence in their observation, assessment and planning skills which are still evolving. All areas of learning are covered with areas of improvement identified in relationship to resource accessibility, consistency throughout the session in promoting personal independence, improving the programme relating to other cultures and countries and improving communicative support aids for children with English as an additional language.

The deployment of resources is acceptable and there are some accessible to children both inside and outside each session. Those available are appropriate and

suitable for the children's age and abilities and the setting is seeking to increase the range, quantity and also improve the independent access to these for children. Children remain occupied throughout the session and show interest and involvement in a variety of play equipment. The pre-school children can free-flow from inside to the outdoor play provision all year and there is access to resources that promote physical and imaginative development. Each child has a designated key worker who takes responsibility for completing their 'All about me' books and their Hounslow Tracker books as well as taking ownership of their individual planning to support their overall learning and development progress.

Evidence to support that children learn about other cultures, countries and their festivals throughout the year is more limited. Management and staff state that there are some activities completed with the children, however, evidence to support this in the planning and children's 'All about me' was limited. Currently, parents are not routinely encouraged to provide words in their main language that the pre-school can use to support the children during either their settling in process or daily session. There were minimal posters or labelling in other languages on display or accessible in areas that promote mark-making for children to observe, compare or to support staff. Any attending children who have additional needs receive very good support; the pre-school has effective links with parents, carers and other agencies to promote a cohesive approach to meeting these. An advisor from a neighbouring authority passed on her praise at the depth of knowledge and information she has received in relation to one attending child.

Parents were observed to have built good relationships with the pre-school staff. The pre-school has placed a parent's box for suggestions, feedback and comments in the entrance lobby. There is a large notice board accessible to them in the entrance lobby. There are termly meetings with parents where staff share the 'All about me' and Hounslow Tracker books with them. Parents are being encouraged to provide information and photographs of the activities their children complete outside the pre-school. Partnerships with other providers in the locality are very good. There are strong links with the main school their children feed into and also with a range of early years advisors from the local authority and neighbouring authorities.

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

Children's welfare, learning and development opportunities are being promoted through use of planning, observations and assessments to record their overall progress. Children have access to a large room base that is divided into two areas. They can free-flow into the secure outside play area and staff ensure that they have access to a range of resources and activities out here too. Children enjoy watering the seeds they plant, digging in the raised flower bed and watering this area as well. Staff have been developing their team-work and now are working more effectively as a team to ensure the smooth running of the session. There is planning to provide a range of activities that include some adult-led as well as free choice. Currently, the children are nearing the end of term and enjoy practising their sports day activities and laughing with the staff when they also participate by

practising three-legged races and balancing beanbags on their head. Children were animated when blowing bubbles; several confidently blew a long stream of bubbles and laughed at these flying around and at the other children trying to catch or pop them. They were all good at taking turns holding the bubble stick and blowing the bubbles. They observed them flying higher and talked about the height, where they were going and the different sizes of these with staff.

A recent theme of mini beasts supports the children in looking at life cycles, nature and growing and they enjoy planting seeds and they keep looking to see if these have grown yet. Children enjoy making finger puppets from paper and completing a bear creative activity with staff. They can freely access the painting easel and share paints with each other. Currently, not all resources are low and accessible for the children to freely obtain without seeking support from a staff member. This is an area that the setting has identified to address to promote children's free choice and personal independence skills more. Children and staff bond well and staff demonstrate a good understanding of children's individual physical and emotional needs. All children demonstrate that they are aware of what behaviour is acceptable, even when they are trying to get away with an activity like tidying up or saying sorry.

The children are appropriately supported in developing their personal hygiene and independence skills. They demonstrate that they are aware of these by washing their hands before snacks and after using the toilet. Personal independence is encouraged within most areas of the nursery, although at times staff provide too much support for children. During snack sessions, the children are handed the correct number of cups and plates for their table. Occasionally, staff select and plate children's snack food and pour the drinks for them, although the rest of the time they encourage them to share, take turns and pour these for themselves, so there is not consistency. Opportunities to promote and consolidate other areas of learning are also missed during these sessions as not all staff promote the children's problem solving skills. For instance, when the milk runs out before all children have accessed it, the staff take the jug away telling the children it is empty and she has to get more rather than encouraging the children to come up with this solution themselves. Children participate in a range of activities that develops their awareness of the natural world and staff report that there are some that reflect other cultures and countries although this is an area requiring further development and evidencing. Children can access some electronic resources each day, however, they have to ask for the computer as currently it is not accessible on a low table and children were observed to love using the Inspector's computer to 'work' and type on. The accessibility of the computer is an aspect the pre-school have identified to address.

Throughout the pre-school, examples of the children's work is on display. The majority of staff are confident in their implementation of the Early Years Foundation Stage and are gaining their confidence in making observations, assessments and recording progress. Planning for their key worker children and medium term planning is an area of on-going development. The management and staff regularly undertake discussions on how this is working and what they need to consider when completing them. Staff now link observational assessments into the next steps for learning to ensure that children's learning and development needs

are identified and support them to make steady progress across all the early learning goals. Children's opportunities for going outside and physical play are good and free-flow between the inside and garden area works effectively. Children also enjoy some trips into their local community for tasks such as visiting the library.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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: Met

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