

Caterpillars Club (Coleshill)

Inspection report for early years provision

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Inspector Parm Sansoyer

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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*.

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Description of the setting

Caterpillars Club opened in 1995 and operates from within High Meadow Infants School which is situated in a small rural town of Coleshill in North Warwickshire. The setting is managed by a committee. The nursery coordinator is responsible for the daily running of the nursery. The Caterpillars Club is situated in a classroom between the reception class and the school hall. The setting provides a service to the local community and surrounding areas.

The setting is registered to care for a maximum of 24 children in the early years age group, at any one time. The Caterpillars Club is open each weekday from 9.00am to 11.30am and from 12.30pm to 3.00pm, school term time only. Children can remain for both sessions, staying for the lunch hour. All children share access to a secure outdoor play area.

There are currently 42 children on roll aged from three to five years. The provision is registered by Ofsted on the Early Years Register. The setting is in receipt of funding for the provision of free early years education to children aged three to four years old. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Five staff work directly with the children, of whom all but one hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote all aspects of children's welfare and learning with success. Staff plan and provide a broad range of activities and experiences, of which many are challenging and enjoyed by the children. Provision for children's personal, social and emotional development and providing spontaneous play both indoors and outdoors are key strengths. All children are supervised well, kept safe and fully safeguarded. Effective partnerships with parents and other agencies contribute significantly to ensuring that the needs of all children are well met. An ambition to provide high quality care and education for all children ensures there are effective systems in place to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend more fully the potential of all activities and resources to increase learning opportunities for children.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff understand their role and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well motivated staff team supervise children well and give good priority to keeping children safe, through robust written risk assessments of the environment.

Staff show a strong commitment to promoting the children's learning, development and welfare through using the requirements and the Early Years Foundation Stage practice guidance to help support their practice. Planned, purposeful play and exploration both indoors and outdoors results in children being active and creative learners. The outdoor area is particularly well resourced and imaginatively laid out, with children's learning creatively planned for. All adults are deployed well to support children's learning and welfare. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment, but on occasions the staff do not always fully exploit the leaning potential of the experience and resources available, for example weighing, measuring and the capacity to consider concepts such as floating and sinking through meaningful and practical experiences.

The staff team are enthusiastic about the children's learning and care and work well together. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development, which will continue to improve the quality of provision for all children. Parents' and children's views are actively sought and acted on, ensuring they employ a whole setting approach to improvement.

Parents receive detailed information about the early years provision, the framework and its policies. They are kept well informed about the children's achievements and progress through open evenings and by sharing the children's written learning journeys. Parents are actively encouraged to be involved in supporting their children's learning and development through contributing their own written observations of the children's progress, which are displayed on the board. This two-way flow of information means staff can build close relationships with parents and can offer advice and support on how best to support their children's learning. Partnerships with other agencies are effectively established to help support children, including those with additional needs.

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

Children are welcomed into a rich and stimulating learning environment both indoors and outdoors, which contributes to children making good progress towards the early learning goals. Children's personal, social and emotional development is a key strength and fostered very well. All children develop close relationships which are warm and caring with both adults and each other. Children develop autonomy and a disposition to learn as they freely work independently and with their peers. They thoroughly enjoy the routine and show a real sense of belonging as they help prepare for snack time and take care of the environment.

Children's communication, language and literacy is supported well. The environment both indoors and outdoors incorporates early writing skills for both boys and girls well. For example, many boys who prefer being outdoors develop an interest in early writing skills whilst making treasure maps and using large paint brushes. A cosy book area with CD players is available throughout the day and children are seen choosing their favourite books to share with an adult, outdoors in the seating area. Staff use books well to reinforce learning and to promote the topic and children's interests. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations and their stories both one-to-one and in groups.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Children are introduced to a range of cultures through books, puzzles, visual aids and a variety of resources as they play. Children confidently use computers to support their learning across all areas of learning and learn to use CD players and a variety of programmable and remote controlled toys.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, make connections and recognise relationships through finding out about and working with numbers, and learning about counting, sorting and matching. Children have fewer opportunities to experience activities such as weighing and measuring or concepts such as floating and sinking through meaningful, practical experiences such as when playing with the water and sand. They enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials and engaging in role play.

There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. For example, whilst independently using the computer a group of children identify the hazards in the picture on screen. They develop an understanding of making healthy choices when they eat and drink and are developing healthy habits through taking part in daily physical activity outdoors and regular dance and movement classes indoors. They successfully develop skills that contribute to their future economic well-being through making good progress

in their communication, language, literacy and problem solving, reasoning and numeracy skills and using ICT to support their 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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