



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144322

DfES Number: 581470

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Anne Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Caterpillar Club
Setting Address Church Road
Ferndown
Dorset
BH22 9ET

REGISTERED PROVIDER DETAILS

Name The Caterpillar Club 1064997

ORGANISATION DETAILS

Name The Caterpillar Club
Address Church Road
Ferndown
Dorset
BH22 9ET

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Caterpillar Club Pre-School opened in January 1998. It operates from a porta-cabin in the grounds of Ferndown First School. The pre-school serves the local area.

There are currently 56 children on roll. This includes 30 funded three year olds and 15 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs, and children for whom English is an additional language.

The group opens 5 days a week, during school term times. Sessions are from 09:00-12:00 Monday to Friday and 12:45-15:15 on Tuesday and Thursday.

Nine part-time staff work directly with the children. Five staff hold early years qualifications. Three staff are currently working towards a recognised early years qualification.

The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Caterpillar Club Pre-School provides good quality child care. There is a high staff ratio, and more than half the staff hold, or are working towards a child care qualification. Staff are committed to on-going training. The operational plan is effective, with clearly defined aims and objectives. The registered person is to ensure that the staff induction procedure includes clear information about child protection issues. Documentation is clear, up to date and stored securely.

The premises are clean and safe, and there are effective procedures in place to limit the spread of infection, and to keep children safe. Staff are vigilant about supervision both indoors and in the garden. Fresh water is available for children to drink throughout the session, and snacks are healthy.

Staff know children well and their needs are met appropriately. Children with special needs are well supported by experienced and well trained staff, who liaise with parents and professionals to ensure a consistent approach.

Two members of staff have attended child protection training, and further training is planned.

Interaction is very good and children are offered a broad range of play opportunities and activities that promote their all round development. The outside area is particularly inviting and imaginative, providing a stimulating environment to foster children's development.

Behaviour is very good and staff are good role models. They use positive strategies to manage children's behaviour effectively.

There is a strong link between parents and staff, and the partnership between them is good. Parents are kept well informed of their children's progress, and are happy with the level of care provided.

What has improved since the last inspection?

At the last inspection, the registered person agreed to provide confirmation of staff checks and gain written parental consent to seek emergency medical advice or treatment. Staff's knowledge of child protection needed to be improved as well as children's independence and safety at snack time.

The registered person also agreed to ensure drinking water is available for children, and to ensure that children's observations are used to plan the next steps for children's development.

Children's observations are used in a planning meeting to plan the next steps effectively, to help children's progress. Water is available for children to pour themselves throughout the session, and children sit during snack time. Two staff members have attended child protection training, and staff checks are documented to ensure a secure environment for all children. Appropriate parental consents are now in place, to ensure emergency advice or treatment may be sought, if required.

What is being done well?

- There is a high staff ratio, and more than half are qualified. Three more staff are working towards a relevant child care qualification. All staff are committed to on-going training to up-date their knowledge and skills, and attend course as they become available.
- Children are offered a broad range of play opportunities and well planned activities, both inside and out, that support and encourage their development in all areas of learning. Staff interaction with the children is very good, and as a result, children are confident and happy to try new experiences.
- Children's behaviour is very good, and staff are good role models. They use

positive strategies, such as praise, encouragement and explanation to manage children's behaviour effectively.

- Staff have developed strong links with parents, and keep them well informed of children's progress through daily discussion, and regular parent consultations.

An aspect of outstanding practice:

Staff and children have been active in developing the outside play area and garden, providing a stimulating and inviting environment. Children learn about growing flowers and vegetables, and are able to harvest a range of crops, such as peas, carrots, radishes and courgettes. Herbs and plants provide a sensory experience for all children, and well maintained equipment and resources ensure children's physical, emotional, social, imaginative and creative development are fostered appropriately.

What needs to be improved?

- the staff induction procedure.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that the staff induction procedure includes information on child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Caterpillar Club Pre-School offers high quality provision, where children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the early years curriculum, and are committed to on-going training. Planning is good and staff meet regularly to plan the curriculum together, ensuring that projects and activities cover all areas of learning, and they are meaningful and relevant to children.

They use effective teaching methods to help children to learn, and observations are used well to plan children's progress. The routine is well organised to ensure children have a good balance of play opportunities and activities, however, there are two minor points for staff to consider, regarding the organisation of the book corner and music activities.

Leadership and management is very good. There is a strong emphasis on the importance of team work. Staff feel well supported by the committee, and communication is good. The committee are active in supporting the on-going training programme. Regular staff appraisals are held to identify training needs and encourage team work.

Partnership with parents is very good. They are given clear information about the provision and the early years curriculum. Staff have developed strong links with parents, who are kept well informed of their children's progress, through daily discussion, and regular parent consultations.

What is being done well?

- Children's development in the area of knowledge and understanding of the world is very good. The stimulating and inviting garden provides children with excellent opportunities to explore and discover the natural world, and their own environment through gardening projects (such as growing peas, radishes and courgettes)
- They have enjoyed looking at the life cycle of the butterfly, and are hoping to release the adult butterflies into the garden very soon.
- Their personal, social and emotional development is well fostered. Children are independent and confident, and have high self esteem. They are well behaved, and caring of one another, looking after younger less able children, and showing them what to do.
- Planning and teaching are good . Staff meet regularly to plan the curriculum together, ensuring that projects and activities cover all areas of learning, and they are meaningful and relevant to children.

- Staff have a strong partnership with parents, and keep them well informed of their children's progress, through daily discussions and regular parent consultations.

What needs to be improved?

- development of the book corner to allow children more independence in choosing, reading and enjoying books
- more regular opportunities to explore music and use instruments.

What has improved since the last inspection?

The setting has made very good progress in addressing the two points for consideration from the last inspection. Staff have introduced the use of a bell to help children respond to signals for quiet, and this works well. Children now take responsibility for introducing objects from home in the daily 'show and tell' session. They are also encouraged to bring in items that are linked with the current theme or project.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good as is their personal independence. They use the toilet facilities and wash their hands unaided, and work together to tidy away after each session. They display high levels of confidence and self esteem, talking clearly in a large group, for example. Children are developing close and caring relationships with staff, and with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good language skills, and use them effectively to communicate their feelings and ideas. They listen with interest when staff, or other children are speaking. Children really enjoy adult read stories, however, the book corner does not always encourage children to choose and enjoy books independently. They have good opportunities to write and make marks in meaningful activities, shopping lists in role play, and emergent writing in creative play, for example.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can confidently count up to 10. They count and are learning simple calculation, through action songs, rhymes and daily play activities, such as construction, role play and physical play. They are being introduced to, and are learning to, match numerals with the correct number of objects in number games. Children are confident in recognising a range of shapes, and the use of mathematical language develops children's understanding of early concepts, such as size and volume.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to explore and discover the natural world, and their own environment through gardening projects, such as growing peas, radishes and courgettes, and nature looking at life cycles, from caterpillar to adult butterfly. They are confident in using information and communication technology, and are developing good mouse control. Children learn about their local community, and that of the wider world, through well planned projects, visitors and local outings.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing a good understanding of how to keep healthy, through exercise and diet, for example, through relevant and meaningful projects, about the human body, movement and sport. They have many opportunities to move in different ways, such as pedalling, scooting, hopping, balancing and climbing. Children use a variety of tools, scissors, small construction toys, gardening trowels and mark making equipment, with confidence and dexterity.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop their own creative ideas in art and craft activities. They explore a varied range of media, such as dough, cornflour paste, paint and glue, and enjoy using colour and patterns to produce imaginative designs. Opportunities for children to explore music and use instruments are not always regularly available. Children use their imagination well in role play activities both indoors and in the garden.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- develop the book corner to allow children more independence in choosing, reading and enjoying books
- introduce more regular opportunities for children to explore music and use instruments.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.