



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145896

DfES Number: 540031

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Catherine, Louise Sample

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Caterpillars Pre-School
Setting Address Nadder Road
Tidworth
Hampshire
SP9 7QN

REGISTERED PROVIDER DETAILS

Name Army Welfare Service 1079392

ORGANISATION DETAILS

Name Army Welfare Service
Address Tidworthy, Netheravon & Bulford Garrison
Horne Road, Bulford
Salisbury
Wiltshire
SP4 9AE

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

Caterpillars Pre-School has sole use of premises within Tidworth Community and Leisure Centre at Tidworth on the Wiltshire/Hampshire border. The children who attend are mainly from the surrounding garrison town of Tidworth.

The pre-school is open during term time only. It operates from 9:15 to 12:15 Monday to Friday. It also opens from 12.30 to 15:00 Monday to Thursday. There is a lunch club that operates from 12:15 to 13:30 every day.

The pre-school has a total of 45 children on roll. This includes 33 funded 3 year olds and 10 funded 4 year olds. The pre-school supports children with special educational needs and those who have English as an additional language.

There are six members of staff working with the children. Two of the staff have level three qualifications, two have level two qualifications and, of these, one is working towards a level three qualification.

The pre-school receives support from the Wiltshire Early Years team.

How good is the Day Care?

Caterpillars Pre-School provides satisfactory care for children. The staff have relevant qualifications and experience and the pre-school is committed to staff development. There is a high adult:child ratio to ensure that the staff can give plenty of adult support to the children. At the inspection the registered number of children was exceeded due to the lunch club. The pre-school has bright and spacious premises. There are colourful murals in the entrance and displays of the children's work. The pre-school has all the necessary records, policies and procedures and these are updated and reviewed regularly.

The pre-school provides a safe environment for children. The premises are secure and regular risk assessments are made for the premises and for outings. There are good arrangements for first aid and administering medication. There is scope to

improve hygiene during activities involving food preparation. The pre-school provides regular and nutritious snacks and meals. The staff meet the individual needs of the children and ensure that they are included whatever their requirements. The staff have a good understanding of child protection issues. The child protection statement does not include procedures to follow in the event of an allegation of abuse against a member of staff.

The pre-school plans and provides a stimulating range of activities that help the children make progress in all areas of their development. The staff interact well with the children, asking them questions to make them think and talking and listening to them. The pre-school has a wide range of easily accessible resources that meet the needs of all the children and are used to promote learning in all areas. The staff are good at managing the children's behaviour. They reinforce the golden rules and act as good role models.

The pre-school works closely with the parents. It provides good information about what their children are learning and how well they are progressing.

What has improved since the last inspection?

At the last inspection the pre-school was required to obtain written permission from parents to administer medication and to keep a signed record of medicines given. They were also required to seek written permission from parents for emergency medical advice and treatment.

The pre-school has successfully completed all of these actions. A form has been designed for parents to give written permission for staff to administer medication. This form is also used to record any medicine given. The forms are completed accurately and signed by the parents and staff to ensure that there is a full record of the administration of medicines to the children. The registration form has been amended to include written permission for the staff to seek emergency medical advice and treatment.

What is being done well?

- The pre-school occupies large and bright premises that provide plenty of space for all activities. The entrance hall is decorated with colourful murals. The main room has attractive display boards of the children's work relating to the topics they are currently working on.
- The staff interact well with the children. They have a good relationship with them and talk and listen to them throughout the session. They offer lots of praise and encouragement for the children's achievements.
- The pre-school uses effective methods of behaviour management. The children are reminded daily of the golden rules and understand that they should share and be kind to others. The staff are consistent in discussing with the children why their behaviour is unacceptable and there are agreed procedures for dealing with repeated unacceptable behaviour.

- The pre-school provides parents with excellent information about the provision and what their children are learning. There is a parent notice board that shows what the children are learning during the week. The activities are grouped under the six areas of learning and during the week photos of the children doing each activity are added to the board. There is also a separate notice board about special needs with information about how the pre-school cares for children with special needs and general information and various leaflets relating to special needs.

What needs to be improved?

- the number of children cared for at any one time
- the hygiene during activities involving food preparation
- the procedures for dealing with an allegation of abuse against a member of staff.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

| Std | Action | Date |
|-----|---|------------|
| 2 | Ensure that number of children does not exceed terms of registration at any time. | 06/07/2004 |

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

| Std | Recommendation |
|-----|---|
| 7 | Ensure good hygiene practice during activities involving food preparation. |
| 13 | Amend Child Protection statement to include procedures to be followed in the event of an allegation of abuse against a member of staff. |

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

How effective is the nursery education?

Catapillas Pre-School offers good quality education. The children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development.

The teaching is generally good. The staff have a good understanding of the early learning goals and assessment and planning are closely linked to the Foundation Stage. The staff make frequent records of observation and use these to plan for the children's next steps. They have a warm relationship with the children and are good at asking them questions to make them think and offer them praise and encouragement. They use appropriate methods of teaching to help children with special needs to make progress. The staff are good at managing behaviour. They reinforce the golden rules and use praise for desired behaviour. The pre-school has a wide range of resources but there is scope to improve the frequency with which they are used and the availability of materials and resources with which the children can freely express themselves.

The leadership and management is very good. The supervisor, who is new to the role, and staff work closely together and there is clear staff deployment. Staff have weekly meetings, contribute to planning and have termly reviews. The pre-school uses internal and external evaluation to assess how effective the nursery provision is and is committed to improvement. The supervisor has already drawn up an action plan to address issues that she has identified since she has been in post.

The partnership with parents is very good. They are given good information about the provision and what their children are learning. They are well informed about the progress of their children through verbal exchange and written documentation. Parents are encouraged to share information about their children with the staff.

What is being done well?

- The children are eager to learn and are good at concentrating on activities and persevering when learning something new, such as, spreading jam with a knife. They have many independent skills such as pouring their own drinks and tidying up. They are well behaved and have a good awareness of the pre-school's golden rules. They are good at sharing and taking turns and show concern for others.
- The children are confident speakers who initiate conversation and use language well in real and imaginary situations. They are good at listening, taking turns to listen to each other at circle time and listening attentively to stories.
- The staff are good at using questions to make the children think and to provide challenges such as encouraging the children to explore materials and

think of words to describe them. They work closely with parents and other agencies to ensure that they use appropriate methods to help children with special needs to make progress.

- The children particularly enjoy imaginative play using a large and well equipped role play area. The current theme is the seaside and resources include a boat, surfboard, inflatable crocodile, beach towels and ice cream stall. The children play well alongside one another and staff do not become involved unless asked to by the children.

What needs to be improved?

- the opportunities for children to express themselves freely through art, design and music
- the practical opportunities for children to solve basic number problems
- the frequency of use of resources including tools to support physical skills and and resources that help children learn about other cultures and beliefs.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are curious and keen to learn. They concentrate well and persevere when learning new skills. They initiate interaction with others, relate well to one another and are good at sharing and taking turns. They have a good understanding of the boundaries for their behaviour and are well behaved, polite and considerate to others. They have many independent skills such as pouring their own drinks and tidying up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers who use language well. They start conversations with others and talk about what they are doing. They enjoy listening to stories and take turns to listen to one another at circle time. They have daily opportunities to link sounds and letters. They have free access to a mark making area where they can write and draw and many are able to write their own names without assistance using recognisable letters. The children make limited use of the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are interested in numbers and use number language in their play. They willingly attempt to count and many can count to 10. They can also recognise some numerals up to 10. They have good opportunities to play with shapes through activities such as construction. They experiment with weight and capacity. There are limited opportunities for children to solve practical number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children examine objects and living things to find out about them. They have daily opportunities to design and construct using a variety of resources. They are becoming aware of the past and present and observe changes through activities such as growing seeds. They regularly use various forms of information and computer technology. They show interest in the local environment. They are becoming aware of other cultures and beliefs although resources for this area are not used regularly.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move freely with pleasure and confidence. They can move in a variety of ways and have increasing control over small objects and clothes and fastenings. They respect the personal space of others. They persevere when learning new skills. They are becoming aware of their bodies and healthy practice. They use a range of small and large equipment and can use tools successfully although they do not have frequent access to them.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

The children enjoy exploring texture through a range of sensory materials. They work with different media and do regular art activities although these are largely adult led. They enjoy singing but have infrequent opportunities to experiment with musical instruments. They particularly enjoy imaginative play and staff let them develop their own ideas without adult interference. There are limited opportunities for children to express themselves freely through art, design and music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- increase the opportunities for children to freely express themselves in art, design and music
- increase the frequency of practical activities to encourage an interest in number problems and basic calculation
- ensure that resources are regularly changed to provide a balanced range of activities throughout the week. Ensure that planning includes the regular use of tools and of resources that help children learn about other cultures and beliefs.

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.