



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200550

DfES Number: 581674

### INSPECTION DETAILS

Inspection Date 20/04/2004  
Inspector Name Karen Cooper

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name CATERPILLARS CLUB (COLESHILL)  
Setting Address HIGH MEADOW INFANT SCHOOL  
NORTON ROAD, COLESHILL  
BIRMINGHAM

### REGISTERED PROVIDER DETAILS

Name The Committee of Caterpillars Club Committee

### ORGANISATION DETAILS

Name Caterpillars Club Committee  
Address High Meadow Infant School, Norton Road  
Coleshill  
Birmingham  
West Midlands  
B46 1ES

## 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, Owls and Larks club opened in 1995 and is based 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 co-ordinator is responsible for the daily running of the nursery, and the out of school provision is managed by a supervisor. The Caterpillars Club is situated in a classroom between the reception class and the school hall and the Larks and Owls Club operate from the school hall. The setting provides a service to the local community and surrounding areas.

There are currently 29 children on roll which includes 10 funded 3 year olds and 14 funded 4 year olds. The clubs supports children with special needs and who speak English and an additional language.

The Caterpillars Club is open Monday to Friday 09.00 to 11.30 and from 12.30 to 15.00, although children can remain for both sessions staying for the lunch hour. The Larks Club is open Monday to Friday from 07.45 to 08.50 and later in the day the Owls Club opens from 15.00 to 17.45. This facility is also available on teacher training days and during school holidays.

There is 10 staff working with the children of whom more than 50% hold an appropriate childcare qualification. The Caterpillars Club receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Caterpillars Club provides a satisfactory standard of care for children. Staff are deployed effectively and work well as a team. Space is organised to meet the needs of the children and furniture and equipment is appropriate for it's purpose, which helps to create an interesting and stimulating environment. Documentation is regularly updated and confidentiality is maintained, however there are a number of policies and procedures that require further attention.

Staff have an awareness of safety and regular risk assessments are undertaken and most hazards have been minimised, although there are issues within the outdoor area that need addressing. There are effective procedures in place to prevent the spread of infection and in the event of illness. Children are encouraged to learn about personal hygiene through the daily routine. They are provided with regular snacks and drinks and all relevant dietary information is appropriately recorded, however the storage of snacks must be reviewed. Staff are aware and have an appropriate knowledge and understanding of their role and responsibility to protect children in their care.

The varied range of age appropriate toys, equipment and resources encourage children to make progress in their development. Children are well occupied and interested in their play. Regular opportunities are provided for the children to rest, play and participate in physical activities. Staff have a consistent and positive attitude to the management of children's behaviour. Children are valued and their individuality respected and staff work with parents and other organisations to ensure that children's needs are fully met.

Staff have daily contact with the parents making time to share verbally any relevant information regarding their child.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- Children are offered a good variety of stimulating and interesting activities which encourages them to learn through play. The room is organised so that children have the opportunity to participate in free and imaginative play, creative activities and pre-school learning. Staff plan topic work around various themes, which provides a wide variety of craft based activities, some of which are displayed within the room.
- The organisation of snack time allows children to eat their food and drink when it is convenient for them. Food provided is healthy, nutritious and agreed with parents.
- Staff work well as a team, treat children with respect and set high expectations. They are calm and relaxed in their management of the children whilst offering frequent praise and encouragement to succeed.
- Regular discussions with parents ensure that children's individual needs are being met and that the children are being cared for in accordance with their wishes.

#### **What needs to be improved?**

- policies and procedures for lost and uncollected children, complaints, staff's awareness in the event of an allegation of abuse made against them, written

agreements with parents and to ensure staff are suitable to work with the children

- the safety of the outdoor perimeter
- the storage of snacks.

### 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
6	Make sure that the outdoor premises are secure to ensure that children do not have access to the decline of the hill beyond the perimeter of the grassed area and that children are unable to leave unsupervised.	27/05/2004

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

Std	Recommendation
1	Ensure that there are effective procedures in place to demonstrate that staff are suitable to work with children.
8	Ensure the storage of snacks comply with environmental health regulations.
14	Establish a written agreement with parents that sets out the expectations of both parties as to the care of the child and business arrangements.
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures.
14	Ensure the written statement that provides details of the procedure to be followed in the event of a complaint includes the regulators address and is shared with parents.
14	Devise and implement a written policy for lost and uncollected children

	and make sure parents are made aware of it.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Caterpillars Club provides generally good nursery education. They offer a good range of activities in a well organised environment to help children develop positive attitudes towards learning. They make very good progress in communication language and literacy, physical and creative development.

The quality of teaching is generally good. Staff have attended work shops for the planning of activities and observations, although would benefit from training in the foundation stage. There are some missed opportunities during daily routines and activities to encourage children to make progress in their mathematical development and their knowledge and understanding of people from around the world.

Assessment records are in place but do not indicate the progress children are making towards the early learning goals and are not used effectively to inform future planning. A special educational needs policy is in operation and staff work closely with support workers. Children's behaviour is good.

Leadership and management is generally good. There is a clear management structure in place and both the staff and committee are aware of their role and responsibilities. The nursery benefits from strong leadership and a committed staff group. Staff work well as a team and are positively encouraged and supported to under take further training. Management and staff are committed to improving the care and education of the children.

Partnership with parents is generally good. Parents are provided with written information about the setting before their child starts and throughout their time at nursery. They are encouraged to share what they know about their child in 'my world' books and there are effective procedures in place for exchanging information and for involving parents in their child's education. Staff are currently looking at ways to improve their procedures to ensure that parents are kept well informed of their child's progress towards the early learning goals.

### What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Children confidently use a range of large and small equipment. They have access to a wide range of activities to promote physical development and are able to use them in variety of ways.
- Children enjoy learning through a range of planned and spontaneous activities, themes and topics and regularly use a range of experiences and material which enable them to explore colour, texture and form in two and three dimensions. They use pencils, threading, interlocking puzzles, small world toys and activities such as collage and construction to encourage their

hand and eye co-ordination.

- Role play is well supported and the children have access to a wide range of resources to encourage them to use their imagination and act out familiar scenarios and experiences.
- The setting supports children with special needs and there are clearly defined procedures in place to support this. Staff have a good awareness of the need to adapt activities to ensure that the children's individual needs are fully met and work in close partnership with support workers and parents.

#### **What needs to be improved?**

- staffs knowledge of the foundation stage
- the provision of daily routines and activities that promote the development for simple subtraction
- the use of information gathered from assessing children's progress in the six areas of learning to aid future planning and inform parents of their child's progress and development
- the children's awareness of other people from around the world and their beliefs.

#### **What has improved since the last inspection?**

The Caterpillars Club has made very good progress since the last inspection. Children now have very good opportunities to explore the range of activities independently throughout the daily routine. They are able to spontaneously use musical instruments as they are stored in a low level drawer within the nursery. Most of the school is open plan, therefore at times during the day the reception class children have to pass through the nursery. Staff are mindful of this and have arranged the room into areas to ensure that the maximum floor space is well utilised. Double doors have been installed to the entrance of the room and the toilet area. Only the nursery children have access to the toilets resulting in fewer disruptions.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to participate in activities and are interested and motivated to learn. They form good relationships and are sensitive to each others needs. They understand what is right and wrong and are attempting to manage their self care well. They are able to select resources for them themselves, work and play independently and with their peers. They are confident and are willing to take turns and share. Children have little understanding of people with different needs and views.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk about their experiences and freely exchange their ideas during group time. They are learning to recognise letters of their name and other letters of the alphabet by shape and sound, the more able children are encouraged to try out their writing skills, many are able to copy from name cards. Children enjoy stories and know how books work and enthusiastically join in with familiar stories and nursery rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and size through practical activities. Most name shapes confidently and are beginning to develop an understanding of matching, sorting and sequence. Children are familiar with a range of counting puzzles and sing number rhymes with confidence and familiarity. They use number as part of their every day routine and most can recognise and count up to 10 some beyond, although children do not always develop their problem solving skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, investigate and learn about the living and growing world around them when planting and growing seeds. They are developing their knowledge of technology and use the computer and peripherals with confidence and skill. They demonstrate well that they know and understand how things work i.e. when using binoculars, cash registers and telephones. Children's understanding of other cultures and beliefs is limited.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing skill in control and co-ordination when using small tools and large equipment. They show an awareness of space for themselves and for others. Indoor activities such as actions rhymes, songs, and hall activities are used to develop children's skills and confidence moving in a variety of ways. They recognise the changes that happen to their bodies when they are active and are beginning to develop an awareness of good hygiene practices.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colour, texture and experiment with a variety of materials and media through planned activities such as paint, collage, printing, water and sand. They are imaginative and readily act out stories and extended role play scenarios such as the 'emergency call centre'. They learn about sounds that instruments make and play them confidently to nursery rhymes.

**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**

- Improve the staffs knowledge of the foundation stage.
- Extend the existing programme for mathematical development to ensure children develop simple subtraction through daily activities and routines.
- Improve assessments of children progress to show how they link directly to planning to enable children to move forward in all the areas of learning and share this information with parents.
- Extend children's understanding of people's differing needs, views and cultures.

*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.*