



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220007

DfES Number: 580282

INSPECTION DETAILS

Inspection Date 26/03/2003
Inspector Name Judith Chinnery

SETTING DETAILS

Day Care Type
Setting Name Caterpillars Pre-School
Setting Address Church House, St. Botolphs Road
Barton Seagrave
Kettering
Northamptonshire
NN15 6SR

REGISTERED PROVIDER DETAILS

Name Caterpillars Pre-School 1039053

ORGANISATION DETAILS

Name Caterpillars Pre-School
Address Church House, St. Botolphs Road
Barton Seagrave
Kettering
Northamptonshire
NN15 6SR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 opened over 30 years ago. It operates from Church House next to the Parish Church in the village of Barton Seagrave. The pre-school serves the local area.

There are currently 26 children aged from two and a half to five years on roll. This includes 13 funded three-year-olds and five funded four-year-olds. There are no children attending who have special educational needs nor any who speak English as an additional language.

The group opens three days a week during term time. Sessions are from 09:30am to 12:00 am, Mondays and Wednesdays and 09:30am to 1:00pm on Fridays.

Four staff work with the children, of these, three have an early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and from the Pre-school Learning Alliance.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a growing knowledge of the stepping stones and contribute to the planning of a wide range of activities. Plans include learning intentions across the six areas of learning and an evaluation. Staff do not give equal emphasis to all aspects of the six areas of learning resulting in some missed opportunities to link sounds with letters and to promote healthy practices. Staff question children effectively to encourage them to think but do not challenge older children sufficiently particularly in maths, solving simple problems and in completing personal care tasks for themselves. A variety of suitable methods are used to teach children effectively in small and large groups. The consistent practice and clear boundaries set by the staff encourage children to behave well. Resources are used effectively and staff are deployed well. The assessments made of children's progress are good and are based on observation. The group are beginning to use assessments of individual children's progress effectively to plan.

The leadership and management of the setting is generally good. The new staff team work well together, supported by a good leader and committee. They have suitable systems in place for monitoring staff performance but are less good at monitoring their strengths and weaknesses. Evaluation of the educational provision is developing well with staff and committee members sharing a commitment to improve the care and education for all the children.

Partnership with parents and carers is very good. They receive good quality information about the setting. Parents are well informed about their child's achievements and progress. There are effective opportunities for parents to share what they know about their child. Parental involvement in their children's learning is good.

What is being done well?

- Children behave well, are confident and independent learners.
- A well stocked book corner is used well to promote children's interest in books.
- Children's interest in how things work and why things happen is promoted well by a worthwhile range of activities.
- many opportunities are used to foster children's knowledge of colour and to explore texture.

What needs to be improved?

- Planning which consistently uses the stepping stones to prevent gaps in the range of activities covering the six areas of learning.
- Challenge of the older more able children particularly in solving simple mathematical problems.
- Systems for evaluating and assessing the settings strengths and weaknesses.

What has improved since the last inspection?

Although all the staff and most of the committee has changed in the last two years the setting has made generally good progress since the last inspection. There have been some significant and effective changes made to planning, organisation of staff and grouping of the children. Opportunities for children to make marks and practice early writing skills are good. In maths progress is beginning to be made with problem solving. The staff have begun to establish useful links between the assessment of children's progress and planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are enthusiastic and independent learners, concentrating for prolonged periods. Staff and children share warm relationships. Children seek out familiar friends to join in activities and behave well. Children's ability to make connections between different parts of their life experiences is promoted well as they talk about family events and celebrate festivals. During snack time children use their initiative, however they have fewer opportunities to practice self care tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak well with confidence. Older children can use more complex sentences to explain and recall events. Children are interested in books, they enjoy choosing favourite stories and looking at the pictures. They listen and join in with stories well. Children are able to draw and give meaning to pictures, they can draw lines and circles and use one handed tools well. Children are less able to use rhyme and play with sounds to link sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's ability to count and use number in everyday situations is progressing well. Most children are able to count to 10 and beyond and some older children can recognise numerals 1-9. An interest in shape is shown by the children in many activities. They use language to describe size such as big and little. In some activities children compare objects and are beginning to show an interest in number problems, although older children are less able to offer solutions to problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy exploring activities and show an interest in how things work and why things happen. Children build and join things together with a range of construction materials. They show an interest in technology and older children can operate simple equipment. During activities children talk about significant events and show an interest in the lives of people familiar to them and the world around them. Children are beginning to show an awareness of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence in a variety of ways such as jumping and running. They can negotiate skilful paths around the room and activities and find a space at story time or when using the parachute. Children show increasing control when using a wide range of objects and equipment. They demonstrate growing skill and control when using pencils and small world activities. Children are less aware of a range of healthy practices or the effects of activity on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children recognise colours and can describe texture in various activities. Children can sing a range of simple songs, some by themselves. They respond to sound with body movements in a range of musical activities. Children use their imagination well in a variety of role play scenarios, they use available props to support their play. When exploring experiences, children use their senses and use gestures to indicate personal satisfaction or frustration.	
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

- Develop planning which consistently uses the stepping stones to prevent gaps in the range of activities covering the six areas of learning.
- Challenge the older more able children particularly in solving simple mathematical problems.
- Develop systems for evaluating and assessing the settings strengths and weaknesses.

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.