

# The Caterpillar Club (Hermitage After School Club)

Inspection report for early years provision

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<b>Inspector</b>	Gail Robertson

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<b>Email</b>	
<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Caterpillar After School Club opened in 2000; it operates from the school hall at Hermitage Primary School, in Hermitage, near Newbury in Berkshire. The setting is open weekdays from 3.30pm until 5.45pm during school term times. The club is registered to care for up to 26 children aged from four to eight years old at any one time, currently there are 60 children on roll; of these 3 are in the early years age range. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three full- and two part-time staff working with the children, of these currently two members of staff holds a relevant early years qualification and one is attending appropriate training. All are trained in first aid. The setting has strong links with the host school and other Early Years providers within the community.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The Caterpillar Club is a good place for children to come after they have finished school. It is ably managed and generally efficiently organised by the supervisor who is constantly improving the provision. Staff ensure that overall all children are involved, respected and valued. Children make an outstanding contribution by involving themselves in the smooth running of the club. Parents and carers have great confidence in the care and security given to their children. The club has the good capacity for further improvement.

## **What steps need to be taken to improve provision further?**

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

- devise a better system for children to notify staff before they leave the hall, to help them become more aware of their own safety
- promote children's independence further allow them to help in the preparation of the tea-time snack and allow them to pour their own drinks
- ensure the 'Show and Tell' sessions do not last too long so children do not become bored and restless.

## **The effectiveness of leadership and management of the early years provision**

When the present supervisor was appointed, she and the committee ensured that the recommendations from the last inspection were quickly addressed and thoroughly implemented. She is a driving force in getting the setting up and running efficiently and effectively. Policies and procedures are reviewed regularly and rigorously implemented by all staff. These policies are on hand for visitors and parents and carers to read. Safeguarding procedures are high priority, including those that ensure all staff are suitable to work with children. Risk assessments are

thorough and comprehensive and carried out daily. Staff involve the club members to help them in this task so they learn how to keep themselves safe. Everyone is vigilant throughout the session checking the safety and care of the children and taking note of those who go out of the school hall to the toilet facilities. However staff have to then leave what they are doing with other children to check on those out of the hall in case the children go missing which has the potential to impact on the running of the session.

The supervisor and committee monitor and evaluate the club's provision. They know the strengths and areas that they want to improve and they involve the children and parents and carers, and accept the views of the host school in this process. There are regular committee meetings which the manager attends and gives a full report on the activities, membership, and other information that the committee request. The club receives welcome support from the school and in particular the head teacher. Training and development is important to the staff so they maintain an up-to-date view of the Early Years Foundation Stage provision, current ideas and legal requirements. They are about to undertake further training in 'playwork' and 'food hygiene'. Certificates of their achievement are proudly displayed on the club board in the hall. Staff reported how much they gained through the opportunity of taking various courses, such as first aid. The staff are consistent in the ways in which they help children to make the right choices, to support their learning and ensure their needs and interests are met. They are a good team providing children with professional care and guidance.

The partnership with parents and carers is outstanding. They are fully informed about their child's interests, as the staff record what children do and succeed at. Parents and carers appreciate all the hard work that the staff do to ensure their children are happy and enjoy themselves until they can be collected. As one parent said, 'Look how well he fits in here!, He is very happy and so am I'. There are opportunities for parents and carers to talk to staff about their children when they come to collect them at the end of their working day. There are excellent links with the host school and there is daily contact with the teaching staff. The club makes good use of the school facilities including the grounds when the weather is fine.

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

Planning for children's daily activities ensures that their needs and interests are being well met, so that the children in the early years age range continue to develop and have a happy time here. Staff value their ideas and listen carefully to their suggestions. Children are used to putting their suggestions forward verbally and through the 'Caterpillar Suggestion Box'. The staff arrive early to set up the hall ready for the 3.30 pm start. Children rush in to see what is in store for them. They quickly take off their coats and eagerly sign up for the club duties, such as biscuit duty and tidying up. There is no shortage of volunteers. The register duty is taken seriously as children know how important it is that this should be done correctly. Staff oversee this duty. Children know the routines well and once settled they get on with the 'Show and Tell' time. Children want to share their news and achievements with each other but this activity goes on far too long and many

become bored and restless.

Children of all ages feel safe and secure as they are fully involved in checking the safety aspect of the club. There are rules for playing safe, such as 'electricity is dangerous'. These rules, as one said, 'Makes sure we have good fun playing and we don't get hurt '. Children behave well and treat each other with kindness, respect and courtesy. The 'Caterpillar Rules' have been written by them and children play by them. Children were observed sharing equipment fairly and had lots of patience to wait their turn when playing games. Children know what is expected of them because the staff are good role models for the children to follow. The older children enjoy supporting the younger ones showing them how to play electronic games.

Adults were heard throughout the session giving well-deserved praise and so boost children's self esteem and confidence. A staff member said to one boy, 'Wow, how did you make that?', referring to a clay pot he had made the previous day. Everyone learns how important it is to be tolerant and fair. Children gain an understanding of events around the world through celebrating festivals and special times, such as Halloween.

Children have a good understanding of keeping themselves healthy. They know that exercise is good for them. On the day of the inspection, it was raining heavily so children could not go outside to play energetically. Instead they enjoyed being active with an electronic game that promotes exercise. They reported they loved playing ball games and developing their own games and trying to beat the staff at football. Snack time is a great social time but staff do not consistently involve the children in the preparation or allow children to pour their own drinks; which helps develop independence. Children are involved in making choices of the fruit they want and the toppings for their toast and bread. They learn to keep themselves safe and know the procedure for fire drill and what they have to do when the bell sounds the alarm.

Children are happy, contented and love to try out all the activities available. They experiment with the keyboard by making music to move to. They use their imagination in the play shop doing their weekly big shop, spending the money they made previously or just sit comfortably with a book and the club mascot, a large pretend caterpillar wrapped around them. Everyone is responsible for tidying up after themselves to stick to the club rules, to support the younger ones. All these experiences help to prepare children for the future and how they can contribute to a harmonious community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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