

Colyton Caterpillars Childcare

Inspection report for early years provision

Unique reference number

EY408094

Inspection date

27/09/2010

Inspector

Bridget Copson

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Type of setting

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Colyton Caterpillars Childcare was registered at the current premises in 2010 and operates from a new community building over looking the Peace Memorial playing fields in the village of Colyton, Devon. Children have use of two playrooms, toilets, a kitchen and use of the hall. There is an enclosed outside area.

A maximum of thirty children aged from two to under eight years may attend the group at any one time, all of whom may be in the early years age group. The group is registered to receive funding for early years education and is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is open every weekday, for 50 weeks of the year from 08.00am until 06.00pm. There are currently 45 children on roll, 29 of whom are in the early years age group.

The group employs eight permanent staff as well as temporary and relief staff, all of whom hold, or are working towards, appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are all valued highly as individuals and their needs are met with great care and consistency through excellent team work and superb partnerships. Children's uniqueness is reflected throughout the setting to assure their sense of belonging and to ensure any additional needs are met fully. In addition, skilful staff interaction ensures all children are included equally. Children's learning is planned and promoted to a high standard. As a result, they are making rapid progress through the Early Years Foundation Stage. The setting is committed to making on-going improvements which will have a direct and positive impact on children's care and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- Develop the self evaluation system further to identify more areas for development which will benefit all children

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who have highly effective systems in place to assure their safety and well-being at all times. Robust employment and

vetting procedures are carried out to monitor staff suitability. Induction and appraisal procedures and continuous development plans assure on-going suitability and further support staff in providing high quality provision. Risk assessments, fire practices, hourly toilet checks and daily cleaning checklists maintain high standards of health and safety. In addition, staff have a very good knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Team work is exemplary. Staff all have individual areas of responsibility and expertise and demonstrate a pride and commitment to their work. Staff promote very positive attitudes through highlighting achievements on the "Praise Board" and "Musical Hugs" activities to explore feelings. In addition the group bear Churchill is used to explore and address any issues. As a result, children behave well and are learning about the needs and feelings of others. Children are developing a very good awareness of diversity through the range of resources reflecting positive images of the lives and cultures of others from around the world.

Staff all implement highly successful systems to evaluate the quality of provision and to promote continuous improvement to the benefit of all children. This includes a self-evaluation record with some areas for improvement identified, an improvements record book, a staff skills analysis chart and monthly staff meetings. They have also had a good result from an Early Childhood Environment Rating Scale and environmental health report.

Staff have established excellent partnerships with parents and others involved in children's care and learning. A wealth of information is provided to parents to support them in making an informed choice. Parents are kept closely informed and involved. For example, notice boards, newsletters, daily communication, bi-annual consultation evenings, reports and looking at their child's scrap book. Their views are valued and sought through questionnaires and attending contribute to sessions.

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

Children enjoy an excellent balance of resources and learning experiences to support all areas of their development. Resources are easily accessible to promote independent play. The enabling environment offers free-flow within the two play rooms and outdoor play area, allowing children to thrive within their preferred environment. Staff use their excellent understanding of the Early Years Foundation Stage to plan and promote children's learning on an individual basis. Children's progress is monitored from the start through completion of "Settling In" observations and thereafter through regular observations to assess their stage of development. From this, next steps of learning are prioritised and planned for each week to promote on-going progress. In addition, staff skilfully support and extend challenges as they interact in play to ensure all children are included and to maximise learning opportunities.

Children are active and motivated learners who focus very well on their chosen activities. They are developing excellent independence through taking an active role in helping staff, managing self-care and tidying up after themselves. Children's communication, language and literacy is promoted to a high standard. For example, they make excellent use of the books alone and in groups, as well as the many mark making activities both indoors and outside in creative and purposeful tasks. In addition, children communicate exceptionally well in response to staff skilful questioning to encourage them to share their knowledge, make decision and express their feelings. Children are developing a very good understanding of number, shape, size and position in all aspects of their play and explore the properties and purpose of many different objects. Children use their imaginations in a wealth of role play, small world and constructional activities and are actively encouraged to move resources around to extend their play. In addition, changing creative activities allow children to express themselves artistically and to explore different sensory objects in the sensory room.

Children demonstrate a very strong sense of well-being and security through the warm and trusting relationships being established and their confident exploration. They learn about keeping safe through the enforced expectations of the setting, road safety on walks and guidance visits from the local police and fire service. Children's healthy lifestyles are promoted very well through the provision of healthy snacks at their sociable snack time and access to water at all times. In addition, staff work with parents and the health visitor to promote all aspect of good health. For example, regular newsletters share healthy lunch box ideas and nutritious recipes. Children's physical development and fitness is supported extremely well. The highly successful free-flow system provides many opportunities to use the physical play equipment. In addition, children join in the yoga sessions, games in the hall and walks. This all promotes their physical development, and allows more active children to run freely.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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