

The Caterpillar Club

Inspection report for early years provision

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Inspector Bryan Meyer

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Type of setting Childcare - Non-Domestic

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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*.

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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 Club opened in January 2001. It operates from a pre-fabricated building within the grounds of Leechpool County Primary School in Horsham. There is an enclosed outdoor play area. Although independent, it has close liaison with the school. It is run by the manager with the support of a parent and carer fund raising committee. The setting mainly serves families from the local area. Registration is for a maximum of 18 children at any one time. There are currently 46 children aged from two to eight years on roll. Of these, 21 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities. The setting opens five mornings and two afternoons each week during term times. Sessions are from 9am until 12noon and 12.30pm to 3pm from Monday to Friday. There is also a daily after school club that operates from 3pm to 6pm. There are nine members of staff, three hold National Vocational Qualifications (NVQ) at Level 3, two hold NVQ at Level 2, two are trained nursery nurses and one has an HND qualification. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good and inclusive setting where children's well-being is given high priority and, as a result, children feel contented and safe. From the moment the children arrive to the time when they are returned to their families there is a wealth of adult-led and child-initiated learning. The exciting early years curriculum encourages very good learning which promotes children's independence and leads to excellent progress. Self-evaluation is developing and has led to improvements in provision, although there is scope to make this more rigorous. Since its last inspection, the Caterpillar Club has improved the learning environment and developed systems for assessment, planning, sharing of learning and liaison with families to ensure that children make good progress. As a result, the setting demonstrates a good capacity to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop rigour in self-evaluation to ensure that the setting has a clear development plan to help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are outstanding. The vetting of all adults and

volunteers is thorough and documentation is secure. The parent and carer induction prioritises all aspects of safeguarding and child protection. Parents and carers are totally confident in the rigorous care and support for their children. Staff training in safeguarding is exceptional. Risk assessments are carried out regularly. Health and safety records, fire drills and minor accidents, are well recorded. Children are attached to their key persons who are intrinsically involved with the children's welfare, learning and development. The focus on safety ensures children have excellent awareness of how to keep themselves safe.

Equality and diversity are central to the inclusion ethos. Children come from a range of backgrounds, which enriches the setting. There are effective two-way links with the host school and excellent use is made of the school grounds and hall. Caterpillar Club is outstanding in supporting those children with special educational needs and/or disabilities, so that they all make at least good progress. Effective relationships with external agencies contribute to the pre-school's professional and robust provision for these children.

Good management, modelling, enthusiasm and commitment to delivering the best for children are integral to the success of this setting. Staff training is effective and helps to keep the whole team up-to-date, involved in individual planning and meeting the needs of the children. Parents and carers are fully involved from the time they fill in the enrolment forms and know their comments count. Staff morale is high because of the excellent support they receive from the management of the setting and the overwhelming support and satisfaction of parents and carers. The setting has comprehensive, well-monitored policies. The team is always looking to improve tracking and planning and this results in all children receiving appropriate age related targets. Self-evaluation is developing, but currently does not illustrate clear strategic planning to show how outcomes for children will improve.

Caterpillar Club has fantastic relationships with its parents and carers, which are evident in both their comments and written views. Parents and carers praise the setting because of the way it involves them in supporting their children's learning and development and the professional attention to welfare. As one parent commented, 'I am very, very happy; I can't find fault with Little Caterpillars. The staff enabled all three of my children to have access to a wonderful learning journey.'

Well-organised, attractive and wide ranging resources promote children's investigational skills and stimulate learning in all areas. There is a passion for outdoor learning and all the staff are skilled in their abilities to ask the right questions, knowing when to stand back and when to intervene. Responses to recommendations from the previous inspection are complete and have resulted in improvements in risk assessment recording, development of learning opportunities in mathematics and an improved policy for dealing with complaints.

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

Children arrive smiling and excited as they rush into the setting and are greeted by their key person. They quickly become engaged in an excellent range of activities, including building, sorting, writing, reading, dressing- up, painting, sequencing stories, role play, sand and water play. The pace of learning is outstanding and children use their imagination to develop their play. There is a very good balance between independent and adult-led play. Staff work well together to provide challenge in children's social and academic development and, as a result, children's progress is outstanding.

Children feel extremely happy and safe and grow in confidence. Staff have high expectations and children's behaviour is extremely good. Children know about safety rules and routines and can explain what is safe and what could be dangerous, and most importantly what they would do if there was a danger. Caterpillar Club is a harmonious place and children from different backgrounds play happily together. Children form trusting relationships with their key person and all the other adults in the setting, and know they always have someone to go to if they are concerned.

Physical activity is very important and integral to the setting and there is constant challenge. Children have considerable understanding of healthy lifestyles. Snack times are fun. Children have a structured snack routine, emphasising good manners and hygiene routines, such as hand-washing. These good social occasions help children put their knowledge of healthy eating into practice. The outdoor space provides physical challenge and a chance to take turns and share. All the children were very keen to play outside in the traffic zone and to practise safety around 'the roads'. Free-flow between indoors and outside works well and good systems are in place to ensure that staff respond to children's needs quickly and enthusiastically.

During the inspection many examples of children's positive attitudes to learning and willingness to cooperate were observed. For example, when playing outside in a large group, they took turns to work together to make the 'road' safe. In 'parachute games' all children participated well and happily.

Planning to match individual needs ensures children with special educational needs and/or disabilities have equal access to challenging activities, resources and staff support. Equality and diversity are evident in this very inclusive ethos. Children with particular interests have their skills and knowledge extended to help them to develop their interests into all areas of learning. Assessments of children's progress against age-related expectations are highlighted in their files so that parents and carers can see their child's learning development easily. Staff use the information effectively to produce medium-term and short-term plans for the next steps in children's learning. Overall children are making outstanding progress in their acquisition of skills for the future. Rigorous and comprehensive planning ensures that children have a variety of experiences across all areas of learning, which has a

positive impact on their self-esteem, motivation, confidence, and personal development. Reading, writing, numeracy and information and communication technology skills are well developed and children rise to the challenges provided for them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

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