

# The Colourful Caterpillar

Lower Way, Thatcham, Berkshire, RG19 3RR

<b>Inspection date</b>	14/09/2012
Previous inspection date	19/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and have formed good relationships with each other and staff.
- Staff have a good understanding of how children develop, they plan and provide challenging and enjoyable experiences for each child to learn and develop.
- The indoor and outside environment provides good learning opportunities for all children and is very well supported by staff.
- A well established key person system is in place, which supports staff relationships with children and families.
- The management team is effective, which supports the overall day to day running of the setting, while maintaining children's safety, experiences and developmental progress.

### It is not yet outstanding because

- Children who enjoy listening, engaging and responding to stories are not given enough opportunities to do this.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Observations of staff practice and activities were undertaken jointly with the management team.
- Inspector observed activities within the setting and in the nursery garden.
- Inspector spoke to staff at appropriate times throughout the inspection, during and after activities.
- Inspector looked at progress records and planning documents and discussed these with staff.
- Inspector looked at policies and procedures.
- Inspector spoke with available parents.
- Inspector spoke to children.
- Inspector met with the manager.

## Inspector

Tracy Bartholomew

## Full Report

### Information about the setting

Thatcham Children's Centre Pre-School opened in 1992. It operates from Thatcham Children's Centre, a community building in the heart of Thatcham in West Berkshire, and serves the local area. The children use a large hall with access to a large outdoor play area of grass and tarmac. The pre-school opens five days a week during school terms. Sessions run from 9am to 11.30am and from 12.30pm to 3pm, with lunch clubs from 11.30am to 12noon and 12noon to 12.30pm. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 46 children on role. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The pre-school employs twelve staff, of whom nine have appropriate early years qualifications. An early years teacher from the local authority and the area Special Educational Needs Coordinator provide regular support.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- Improve opportunities for children to develop their literacy skills by increasing opportunities for children to access and enjoy books in free play and through staff making more use of puppets, soft toys or real objects as props during regular story times.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

All children quickly become very confident and secure within the setting because the staff work very well together. As a result, this enables all staff to support children's development at their own pace. The children experience an extensive range of activities based on their interests, and the staff consistently develop ideas with ease, to ensure learning is effortless and meaningful.

Children's communication and language skills are very well supported. Their speaking and understanding of communication and language is well fostered by staff as they consistently engage in conversations with the children. Children's listening and attention skills are promoted throughout everyday activities and circle time. Their early writing skills

are well promoted as children label their own work and practise emergent writing in a variety of situations. Children make marks outside with their fingers in the soil and sand. However, a wide range of books are not made attractive to encourage children to use them regularly. In addition, staff do not always use alternative strategies to increase children's enjoyment of story time.

The children eagerly try everything on offer, linking with friends to pull or push others in a two-seater ride-on toy. They enjoy throwing balls into the numbered goal. Some children work alone filling pots and diggers with soil, while others enjoy feeding 'the crocodile' with coloured water as 'he his thirsty'. The children keep themselves very well occupied, exploring all areas of their environment freely. The staff know exactly when to join in and when to stand back. They observe what children can do, and provide appropriate challenges and support to make sure all children achieve success and gain self confidence. Therefore, children gain the necessary skills they need to secure their future learning.

The staff have established good systems of observation and assessment, and support records of observation with photographic evidence. These are used to identify the children's next steps in learning. This means that children have their learning needs well promoted. All children make good progress in relation to their starting points and they have opportunities to practise what they know and develop new skills at their own pace. Parents are kept well informed of their children's progress as they have useful discussions with staff. Children with additional needs are well supported and staff working with them have regular communication with parents. This means they make good progress in their learning and development.

### **The contribution of the early years provision to the well-being of children**

Children enjoy their time at the pre-school. They arrive eagerly, find their names and happily go off to activities together with their friends and begin to play. Staff greet the children and their parents warmly. This welcome helps all the children, even those just starting at the pre-school, to settle quickly.

Children benefit from an extensive range of activities prepared in advance of their arrival to make them feel welcome. Children have freedom to play and explore, which is due to the well-organised space. Resources are accessible and well used to encourage children's play and independence. For example, a suitable range of toys and play materials, such as an arts and craft trolley, is readily available for the children to choose to be creative.

Good hygiene practices underpin children's good health. Staff work well in partnership with parents to promote children's understanding of healthy eating; for example, parents provide healthy lunchboxes. A cafe-style snack time enables children to decide when they need refreshment. The children are becoming increasingly independent, taking control of their personal care by putting aprons on to play with the water and washing their hands before assisting with the snack preparation and before eating. The staff have a consistent approach to managing behaviour. They praise positive behaviour and encourage children to show respect and care for others. Children's behaviour is good overall; they share toys

fairly and enjoy taking turns in activities, such as weaving through the tunnels. Children develop a good sense of how to keep themselves safe.

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

The leadership and management team set high aspirations for quality. They accurately identify priorities for the future and provide consistent support to the staffing team. For example, managers work alongside staff to promote consistency in children's care and learning. Thorough recruitment and induction systems are in place to help ensure staff are suitable and skilled in their roles. All staff contribute to their ongoing development, working with the management team to monitor the effectiveness of everything they do. The pre-school provides a welcoming environment. The room and lobby entrance offer a good range of displays, information and resources for parents.

The staff team is highly committed to working in partnership with others and with parents. They have developed good quality methods to promote three-way communication and maintain continuity of care for the children. Parents and carers receive comprehensive communication from the staff and key workers, where appropriate, on a daily basis; for example, through verbal communication and through use of the parents' information board. These maintain a detailed and extensive flow of information between the staff and parents. Parents are very much encouraged to contribute their thoughts about the provision; these are taken on board by the management team, leading to changes in their routines and practices, such as how lunch is incorporated during the session.

Arrangements for safeguarding children in the provision are consistent and effective. All staff have a good understanding of how to safeguard children from harm and are very attentive when supervising activities. They understand the child protection procedure and conduct effective risk assessments to minimise hazards to children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	507888
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	814315
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30

<b>Number of children on roll</b>	46
<b>Name of provider</b>	Thatcham Children's Centre Pre-School Group
<b>Date of previous inspection</b>	19/11/2008
<b>Telephone number</b>	01635 872008

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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