

Caterpillars Pre-School

Church House, St. Botolphs Road, Barton Seagrave, KETTERING, Northamptonshire, NN15 6SR

Inspection date

24/10/2012

Previous inspection date

04/12/2009

The quality and standards of the early years provision

This inspection:

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 independence, curiosity and imagination. They also demonstrate positive behaviour.
- Teaching is secured in a good knowledge and understanding of the Early Years Foundation Stage. Staff have a good awareness of how young children learn and they make the most of opportunities to promote children's learning through play, discussions and group activities.
- The effective partnerships with parents and carers supports children's feelings of well-being and the consistent approach contributes to their learning.

It is not yet outstanding because

- Opportunities for children to select their own resources and play materials have not yet been fully embraced.
- There are some inconsistencies in the linking of current observations to the previously identified next steps for each child.

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.

Inspection activities

- The inspector observed activities in the main playroom.
- The inspector spoke with the manager and the other staff members at appropriate times throughout the observations.
The inspector looked at children's observation files, planning documentation, the setting's self-evaluation and action plan, and a selection of policies and children's records.
- The inspector took account of the views of parents from information in the self-evaluation form.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Caterpillars Pre-school has been established for over 30 years. It is registered on the Early Years Register. It is situated in the Church House, next to the parish church in Barton Seagrave, Northamptonshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. All of these hold early years

qualifications at level three. The pre-school opens Mondays, Wednesdays and Friday's during term time only. Sessions are from 9.30am until 1pm. Children attend for a variety of sessions. There are currently 22 children attending who are within this age group. The pre-school provides funded early education for three- and four-year-old children. It is able to support children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the opportunities for the children to be able to select their own play materials and resources in order to promote learning and challenge, and ensure the environment is stimulating by displaying the children's work
- expand the systems for observation and assessment through consistently linking the previously identified next steps for each child to the observations in order to clearly demonstrate the progress they make.

Inspection judgements

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

The children attending have developed a clear enthusiasm for learning and involvement in activities and this is enhanced by staff who demonstrate a strong understanding of how to engage the children and capture their interest. They fully understand that children learn through their play and they make the most of opportunities that arise during the session to extend upon this. For example, a child has a card from a game saying it is a map. The member of staff suggests that the card is put back with the game and that they use some card to make their own map. This quickly extends to a large group of children talking animatedly about 'treasure' and 'X marks the spot'. They proceed to draw their own maps in some detail and then go 'searching' for their treasure around the playroom.

Children's emerging writing skills are developing well. The staff team provide them with opportunities to recognise their names as part of a self-registration system when they arrive each day and when they find their places to sit for their lunch. During the session, the children enjoy finding their name cards from a basket and write their names on their own work. Some children are able to form most or all of the letters in their name and others enjoy trying to write their own names. This awareness of literacy is extended through a magnetic fishing game where the children 'fish' for letter cards using a magnetic fishing rod to complete particular words. Staff sit with them and use phonics to help the

children identify the letters they need. They enjoy the activity because they receive lots of praise for their efforts and achievements.

The systems for assessing children's starting points on entry and their ongoing progression during their time in the pre-school are secure. The members of staff successfully implement these systems in a variety of ways, including working very closely with children's parents from the beginning to establish starting points and to build on these by identifying appropriate next steps. Parents are valued as active contributors to their child's progress file. They are invited to add their own comments about their child's progress each term and are also encouraged to complete a 'home observation'. Parents are able to share their child's 'wow moments' on a display board in the entrance hall. This information is used to inform the future planning for their child and support their children's learning at home.

Although the learning environment is very well-resourced, where children have access to activities that cover the seven areas of learning, the activities are set out by the staff. They are willing to get out other resources if children ask for them, although currently the children have limited opportunities to extend their learning and challenge themselves through freely selecting their own resources. The main playroom is spacious and the play materials and activities are attractively presented. However, there are currently few displays of children's work to promote a stimulating environment. All members of staff are skilled in their awareness of using a balance of adult-led and child-initiated activities to contribute to children's learning and their interaction with them is very positive, encouraging and reassuring.

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

Children's feelings of safety and belonging are promoted because the key person system is effective and they are deployed well which helps children form attachments. Each child is supported to separate from their parents and to be confident to access all the activities that are on offer. The children are familiar with the daily routine and demonstrate a clear understanding of what comes next. For example, they get enthusiastically involved when it is time to tidy away, they put the resources back in the boxes and help each other to carry the larger storage boxes. Children enjoy spending time with their key person in small groups. This time is used to read together, to discuss what they have enjoyed during the session and to work as a group.

Children's independence skills are promoted well because they choose when they have their snack. They are fully involved in the snack process; they collect their own cup and spoon, select which drink they have and pour it from small jugs. They take the lid from their yoghurt pot and when they have finished eating they wash and dry their own cups and spoons. Children's individual needs are met following thorough discussions with their parents before they start attending and ongoing as required. The members of staff know the children well and ensure they are treated as unique individuals and with respect. They are learning about the wider world through having access to books and resources that celebrate diversity. They enjoy being involved in activities linked to recent events, including the Jubilee and the Olympics as well as visitors to the pre-school from a dentist

and groups who provide animal experiences. Children demonstrate a growing understanding of safety. This is reflected in their involvement in the tidying away of the activities as well as through discussions following the emergency evacuation drills. Children are well supervised during their play and they are able to have free flow-play opportunities into the spacious outside play area.

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

The leadership of the pre-school is effective; the staff team work very well together and they are supported by the committee. Procedures for self-evaluation are effective; the staff team have an action plan in place that identifies their priorities for the future development of the setting and this provides focused, continued and systematic improvement. For example, they identified the need to provide extra opportunities for the children to practice their literacy skills and they introduced the name cards on the art and craft table involving the children to 're-tell' familiar stories. They have increased the parental involvement in the observation files through the successful introduction of the 'wow moments' board. There are effective procedures in place for the recruitment and retention of suitable members of staff who are supported to keep their knowledge up to date through attending training courses and workshops.

The systems for the observation and assessment of the children's progress are mostly rigorous. Each child has a beautifully presented file that contains written observations, often linked to photographs that show them engaged in their activities. These files cover the seven areas of learning and the key persons make effective use of the 'Development Matters' document to help them identify appropriate next steps for the group as a whole and for individual children. However, although the identified next steps are re-visited for each child, there are inconsistencies in the cross-referencing of the observation to clearly demonstrate how the input from the key persons are impacting on children's progress.

The arrangements for safeguarding in the pre-school are robust. Staff understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns and they have all completed training in safeguarding. Children are well supervised in the main playroom and always when they use the toilet facilities. The partnership working contributes to children receiving a consistent approach and a smooth transition. This is because parents are encouraged to play a full and valued part of their learning at the pre-school and the staff team have developed links with local and wider schools, other providers delivering the Early Years Foundation Stage and with the local Children's Centres. All the members of staff create a welcoming and safe environment that promotes children's feelings of well-being and where the children enjoy their learning and grow in confidence.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	220007
Local authority	Northamptonshire
Inspection number	818158
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26

Number of children on roll	22
Name of provider	Caterpillars Pre-School
Date of previous inspection	04/12/2009
Telephone number	07963 837751

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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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