

# Caterpillar Out of School Club

Meadowdale Primary School, Meadowdale Road, MARKET HARBOROUGH, Leicestershire, LE16 7XQ

## Inspection date

04/02/2013

Previous inspection date

06/02/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy attending the club and play happily with their peers. They feel secure and develop strong attachments with staff who know them and their families well.
- Children's personal care and independence skills are good, for example they wash their hands independently and make their own sandwiches and wraps, contributing to a healthy lifestyle.
- Partnerships with the school and parents make a strong contribution to providing consistency of care for all children throughout times of transition.

### It is not yet good because

- Children do not have regular opportunities to explore diversity through the range of resources on offer, limiting their knowledge and understanding of the wider world.
- Staff records are not regularly reviewed to ensure that all appropriate information is readily accessible. This has the potential to impact on children's well-being.
- The lead practitioner for safeguarding has not completed sufficient training to enable them to fully meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage. This has the potential to impact on children's welfare.

## 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

- The inspector observed activities in the school hall.
- The inspector held meetings with one of the owners and the manager of the setting during the inspection.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector spoke to two parents of children in the early years age range.

## Inspector

Alex Brouder

## Full Report

### Information about the setting

Caterpillar Out of School Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Meadowdale Primary School which is in Market Harborough, Leicestershire. It is privately managed. The setting serves the local area and is accessible to all children. It operates from the school hall and associated facilities and there is a fully enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, with one member of staff having an Early Years degree. The setting opens every weekday during term time from 7.30am until 9am and from 3.15pm until 6pm. It also operates during the school holidays from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending, 12 of whom are in the early years age range. It has experience of supporting 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the practitioner designated to take the lead responsibility for safeguarding children attends a child protection training course appropriate to the role, and that all staff understand the safeguarding policy and procedure.

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

- extend children's opportunities to explore diversity in everyday activities, to develop their awareness of the wider world
- monitor staff records to ensure that they include up-to-date information on, for example, staff appraisal records.

### **Inspection judgements**

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

Children are clearly happy and confident when attending the setting and enjoy their time spent with their peers and older friends. They display high levels of involvement in their play and, overall, have access to a good range of toys and equipment to support their learning and play. Their ability to extend their learning is supported through looking through the catalogue of toys and resources available, and requesting these as needed. Staff have a sound knowledge and understanding of how children learn and develop and use observations to plan and tailor the environment to reflect children's interests. They work closely with the schools that children attend to enable them to begin to complement their learning at the setting, supporting children's learning and development. The key person system ensures that good relationships with all children are formed and staff communicate effectively with them on a daily basis, seeking out their interests, likes and

dislikes.

Staff members join children in their play and promote their language development as they engage them in conversations. For example, asking children about their weekend at home, what they did, and if they took part in any activities. This supports children's recall and language for thinking. In addition, children are quick to engage staff in conversation, as they excitedly and animatedly show a member of staff the photographs from their recent skiing trip, commenting on how they 'flew' down the hill and how much snow they had seen.

Children develop and explore their understanding of mathematical concepts as they enjoy playing table top games that require them to count. They also use construction equipment which requires them to work out how to balance the pieces they place together. Children take part in creative activities, such as painting, gluing and drawing and staff take great effort to ensure that some of these are displayed to enable children to take pride in their achievements. Children have access to the computer suite within the school and confidently use simple programmes to draw, create and play simple games, developing their skills in information and computer technology. They begin to explore the wider world through planned activities that explore the festivals of a variety of cultures, such as Chinese New Year and Diwali. There are some books that offer children a positive image of the wider world, however, children's ability to explore diversity and the wider world are less visible in every day play.

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

Children tell their parents and visitors that they enjoy attending the setting. They are happy to enter the setting and have formed suitable bonds with their key workers and other staff, contributing to their emotional well-being. Sound transitions are in place between the schools that children attend and the setting; information is communicated to staff on any relevant information which may need to be shared with parents at the end of each day, as well as ideas on supporting children's learning. Children behave appropriately and staff remind them of the importance of being kind and caring to one another and how behaving inappropriately can upset others. Staff praise children when they are helpful or when they follow the rules appropriately. For example, as they line up at the door sensibly to wash their hands before snack or put their plate on the trolley when they have finished their snack.

Overall children's safety and well-being is suitably promoted. They begin to manage their own safety, for example as they handle and use tools appropriately when cutting the muffins and grating cheese to make pizzas for tea. Staff are deployed to ensure that children are suitably supervised and those members of staff newest to the setting are not allowed to have unsupervised access to them, contributing to children's well-being. Children manage their personal care appropriately, as they independently wash their hands before tea and take themselves to the toilet as needed. Children's health is suitably supported as they are offered foods that reflect a balanced diet such as wraps, pasta and muffins. Those children that walk to and from the school access fresh air and exercise to support their health and well-being. In addition, there is a large play area to the rear of

the school building which children have occasional access to. Regular physical play activities are offered in the hall, such as obstacle courses and ball games, to support children's large muscle skills.

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

Overall, children are safeguarded at the setting as the manager and most of the staff team have a suitable understanding of the action to take should they be concerned for a child's welfare. However, not all staff are fully informed of the content of the safeguarding policy in place and while the designated person for safeguarding has completed a basic safeguarding course, she has not completed training as required for her specific role. Therefore, children's safety is not maximised. Satisfactory recruitment and vetting procedures ensure that all staff working with children are safe and suitable. However, staff records are not appropriately monitored to ensure that all required information is accessible for inspection, for example, appraisal records. This has the potential to impact on children's well-being. Professional development is appropriately supported through the manager and owner encouraging staff to attend training courses and ensuring staff keep up-to-date with changes in practice, helping to promote children's needs.

The manager and staff have a good knowledge and understanding of how to promote children's learning and development. The planning and delivery of the educational programme is monitored to ensure that this enables all children to make good progress towards the early learning goals. Partnerships with parents and carers are sound and they comment on how happy their children are at the setting and on the range of information that is shared with them. Systems for self-evaluation are in place and the views of parents and children have been sought to ensure that this process reflects the needs of all using the setting.

Since the last inspection, the actions and recommendations raised have been met to support children's safety and well-being. For example, notifications are always made to Ofsted of any changes in those managing the provision and the safeguarding policy reflects current practice and is mostly understood by all staff. In addition, all staff working with children have the appropriate skills and knowledge to do so, supporting children's welfare. A number of staff have a valid paediatric first aid certificate enabling them to take appropriate action should a child require any medical intervention. Confidentiality is maintained as all information on children is stored in a locked filing box and only the manager and deputy have access to this.

### **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

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	EY435348
Local authority	Leicestershire
Inspection number	780037

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Caterpillar Day Nursery Ltd
<b>Date of previous inspection</b>	06/02/2012
<b>Telephone number</b>	01858432661

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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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