

# Caterpillars Under 5's

Nadder Road, Tidworth, Hampshire, SP9 7QN

<b>Inspection date</b>	19/06/2013
Previous inspection date	04/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff plan a range of purposeful play activities, which effectively encourage children's learning.
- Staff liaise well with other agencies involved in children's specific care, which supports a consistent approach to the children's learning and development.
- Children play in a well-resourced and exciting indoor and outdoor play environment, which provides a variety of learning opportunities.
- Parents' involvement in their child's development is actively encouraged, which promotes a continuity in children's learning.

### It is not yet good because

- Noise levels are sometimes high and staff do not consistently use positive reinforcement to support children's behaviour.
- Staff do not always fully support children's social and independence skills within some everyday routines.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play indoors and outside.
- The inspector had discussions with the management, staff and children.
- The inspector took the views of parents into account.
- The inspector sampled documentation including the operational policies and procedures and children's learning folders.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Mary Daniel

## Full Report

### Information about the setting

Caterpillars Under 5's registered in 2000. This charitable status run setting operates from rooms within Tidworth Leisure Centre situated in Tidworth, Hampshire. The setting has sole access to two main playrooms, toilets and an enclosed outside play area. The setting is registered on the Early Years Register. It is open term-time only from 9am until 3pm, on Monday to Thursday, and from 9am until 1.30pm on Fridays. There are currently 116 children on roll in the early years age range.

The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The setting supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. The children who attend are mainly from the surrounding garrison town of Tidworth. There are 17 members of staff employed, the majority of whom hold relevant early years qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the organisation of parts of the session, to support staff in consistently implementing agreed behaviour management strategies.

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

- develop further the use of some everyday routines, such as snack time, to maximise children's learning opportunities, with particular regard to further developing their social and independence skills.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. They plan a broad range of purposeful play experiences that promote children's development. For example, staff actively encourage children's listening skills as they include each child's name within a favourite action song. Children listen well for their name to be called. They know this indicates when they can go and jump over 'the candlestick' in the middle of their circle. This encourages children's communication skills well and promotes their understanding of taking turns with others.

Staff encourage children's learning further through their regular use of open-ended questions. For instance, when a music recorder fails to work, staff ask children 'What could we do?' Children suggest 'it might need cleaning', and talk about what to do. This approach actively promotes the development of children's critical thinking and problem-solving skills. Consequently, children are supported well in making ongoing developmental achievements. This enables them to gain the key skills, which will prepare them for their move to school.

Children develop their coordination and control as they carefully scoop up some compost and put this into their flower pot. Staff show children how to open the packets of seeds themselves and they do this carefully. Staff introduce words such as 'scoop' or 'sprinkle' as they guide children through the sequence of the planting process. In addition, they explore capacity as they see if their pot is 'full or empty'. This effectively encourages children's communication and their early mathematical awareness. Staff ask children what the seeds need to grow and they reply 'sunshine and water', showing their understanding of the natural world. Children have fun in their role play creating a make-believe birthday cake for a staff member. Staff encourage children to count how many candles there are on top and they begin to count confidently. They enjoy playing with the toy dinosaurs in the digging tray in the outside area. They talk about the 'very big' and the 'smaller' dinosaurs, which they hide in the earth. These activities effectively promote children's understanding of mathematical concepts of size and number. In addition, their imagination and creativity is promoted. This is extended further as they wind brightly coloured pipe cleaners together to make a pair of glasses or a wiggly snake model. Children stick shiny shapes on to their fish to create an underwater display. In addition, they play with cooked spaghetti and help staff mix water to flour to make some salt dough. This promotes children's imagination in art and design and provides positive opportunities for them to explore texture and colour.

Staff are knowledgeable about child development and identify appropriate next steps of learning for their key children. For example, they know which toys and activities children like and use these well to help develop their concentration skills. As a result, children are supported effectively in developing an enjoyment of learning through well-organised play activities. However, the end of session routines for getting children ready for lunch or going home are not so well organised as children go to and from the bathroom to the lunch table or to fetch their coats and bags. Noise levels rise in the main room and some story times at the end of the session finish abruptly, when it is time to sing the goodbye song. This has an impact on some aspects of children's learning. In addition, although children like their caf style snack time, this does not always effectively support their developing social and independence skills.

Parents speak highly of the setting and say their child is happy and enjoys coming to Caterpillars. They say they are kept well informed of their child's activities and progress. For instance, staff share the process for completing the progress check for two-year-old children with them. Together they complete an 'I am two, what can I do?' summary of children's achievements. They identify where their child needs to make their next steps of learning. This positive liaison actively supports clear monitoring of children's progress. Staff link closely with other settings involved in children's care and learning. For instance, they share information on children's development with the schools they will attend. They

use home: school diaries to keep each setting informed of children's activities. This provides positive continuity for children in their care, learning and development.

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

Staff provide a friendly welcome and children interact happily with them and their friends. Staff recognise the diversity in lifestyles of children attending the setting and value and support each child's specific individual needs. For example, they work closely with other professionals to provide a rolling programme of speech and language activities. Staff show children different animal pictures and they eagerly make the sounds of the cat, sheep or dog. Staff use this resource effectively to help children start to develop their communication and make connections through play. In addition, staff reinforce their words and pictures using a simple sign language. This actively promotes inclusion.

The setting promotes children's health well and encourages parents to provide healthy lunchboxes. They grow fruit and vegetables, such as strawberries and pumpkins and sometimes help to chop up vegetables to make a tasty soup. This encourages children to develop an enjoyment of nutritious food. Staff talk with children about the importance of putting sun cream on in the warm weather and gently remind them to wear their sun hats when outside. Children have lots of opportunities to play outside in the fresh air. They enjoy their free flow play and laugh happily together as they roll hula hoops up and down the grass hill. They enjoy throwing and catching a ball with staff, which helps to develop their control and coordination skills. In addition, children can roll and climb on the colourful soft play blocks indoors. These activities provide regular opportunities for children to exercise and use up their energy while having fun.

Children behave well generally and staff frequently use praise and encouragement. For example, as children begin to share and play well together. This boosts children's self-esteem and supports them in developing their early relationships. Staff use a large sand timer with children to indicate when outside play will be starting. Children know when all the sand has run through that they will be able to go outside. This helps children to develop an understanding of time and supports them in getting ready for changes in routines. However, due to noise levels in the play room, staff sometimes shout this warning across the room. In addition, staff occasionally use raised voices with children to attract their attention or talk to them about using their kind hands. At times, this does not provide positive role models for children and has an impact on how they learn to communicate positively with others.

Children are cared for in a bright, inviting play environment which provides interesting and exciting areas to promote their learning. For instance, children explore the baskets of natural resources, such as colourful feathers, pieces of bark and wooden shapes with interest. They like to explore the different textures, sights and sounds they find in their 'Oliver's house' sensory play area. They climb in and out of the large cardboard boxes with excitement, pretending these are their cars or houses. Staff recognise that some children learn more effectively when outside. They support this learning well by providing a range of child friendly spaces within the exciting and stimulating outside play area. For example,

children like to draw their pictures or look at a favourite book in one of the wooden play houses. They enthusiastically bang on the drums or shake some bells as they sit on the mushroom stools in the outside music area. As a result, they build on their early reading, writing and creative skills. Consequently, staff organise play areas to promote learning opportunities that will support each child's particular developmental needs.

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

Staff and management have developed an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff complete safeguarding training and demonstrate a sound knowledge of the setting's procedures to follow if a concern arises about a child's welfare. Clear operational policies and procedures are regularly reviewed and made available for parents so they understand how the staff care for their children. There are suitable recruitment procedures in place, which include new staff being supported through a detailed induction process. This helps staff gain a sound understanding of their individual responsibilities. This support is continued through regular supervision and appraisal systems. Consequently, staff are supported well through a programme of continuous professional development and this has a positive impact on the outcomes for children.

Staff regularly monitor children's learning journals. This helps them to identify any gaps in children's development and address these accordingly. Staff and management are clearly reflective about their practice and have a positive attitude to making changes. Staff meet regularly to evaluate the effectiveness of planned activities through their observations of children's progress. They address identified recommendations, such as from their last inspection. As a result, staff plan more opportunities for younger children to play outside.

This inspection was brought forward following a notification from the provider regarding the use of safeguarding and behaviour management strategies. The provider has responded promptly to the concern raised and completed an appropriate investigation. All staff have received refresher training in health and safety, safeguarding and behaviour management. In addition, management have reviewed children's use of some outside play equipment and the supervision provided in the outside play area. This has helped to support children's safety and well-being overall.

An annual risk assessment is completed and staff make daily checks on children's safety. Visitor's attendance is recorded and the kitchen area is gated off. This helps to reduce the risk of accidents on the premises. In addition, the manager monitors entries made in the accident record to promptly identify any areas where safety prevention can be improved. Parents say they are very happy with the provision and that their children make progress in their learning. They feel they are kept well informed about their children's activities and achievements and are well supported in sharing in their learning. Consequently, the parents feel reassured by the care and learning opportunities offered to their child.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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>	145896
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	919700
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Tidnbul Garrison Early Years and Play Committee
<b>Date of previous inspection</b>	04/05/2011
<b>Telephone number</b>	01980 847784

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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, which are usually the childminder's 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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