

Castlemorton Caterpillars Pre-School

Church Road, Castlemorton, Malvern, Worcestershire, WR13 6BG

Inspection date

Previous inspection date

08/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children make attachments and relationships with the staff because of the good settling-in process at the pre-school. As a result, they settle quickly into the nursery's routine and become keen learners.
- Children's safety is effectively promoted through the implementation of secure safeguarding and welfare procedures and good risk assessments.
- Children behave well as staff provide clear and consistent boundaries.

It is not yet good because

- Children make satisfactory progress rather than good as planned learning experiences do not consistently match their needs, interests or provide sufficient challenge.
- Children's needs are not consistently supported as staff appraisals are not sufficiently rigorous to identify weaknesses in practice.
- Children's physical development is not fully supported as they do not have sufficient opportunity to develop skills, such as, balancing, climbing and jumping.
- Parents are not regularly involved in sharing their knowledge and understanding of what their children can do, so they can plan together with staff and progress children's learning.

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 reviewed a range of policies and other documentation.
- The inspector carried out a joint observation with the head teacher.
- The inspector observed practice inside and outdoors.
- The inspector spoke to a number of parents and took account of their views on the nursery.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Castlemorton Caterpillars Pre-School was registered in 2005 on the Early Years Register. It is situated in a purpose built premises in the Castlemorton area of Worcester. The nursery serves the local area and is accessible to all children. It operates from the school hall and there is a fully enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 8.45am until 11.45am. Children attend for a variety of sessions. There are currently 19 children attending. The nursery provides funded early education for three- and four-year-old children. It supports a number of 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 that planned learning experiences are consistently matched to children's needs and interests and provide sufficient challenge to help them progress in all areas of learning
- develop a thorough programme of staff appraisals and professional development that sufficiently targets weaker areas of practice and promotes learning for children.

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

- promote an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move children forward
- provide a range of large play equipment that can be used in different ways such as boxes, ladders and A Frames to support the skills of balancing, climbing and jumping.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They observe and assess children on a regular basis. However, planned learning experiences do not always consider children's interests or style of learning. Consequently, children do not consistently engage fully in planned activities. As a result, children's next steps in learning are not fully supported and they make satisfactory, rather than good, progress from their starting points.

Children are adequately developing key skills that they will require to become ready for school. For example, children are encouraged to independently hang their coats and bags on pegs. They develop their speaking and listening skills through small group sessions where staff ask open-ended questions. Consequently, children are developing key skills that will support them in their next stage in learning.

Staff support children's language skills as they are introduced to letter sounds throughout the week. This helps them to associate sounds with meaning. Children's understanding of shapes and measures are supported as they build towers with bricks and are keen to make it taller than themselves. Staff introduce a mirror to help children compare the height of the tower to themselves. This helps children to explore the concept of taller and shorter. Early writing skills are supported as children access large chalks to make marks outdoors. This helps children to develop an understanding that print carries meaning. Staff encourage the children to explore the concept of estimating as they guess how many puffs of air it will take to fill the balloon. Children eagerly wait as they count the puffs of air as they fill the balloon. Staff encourage the children to talk about who had the closest guess. This helps to support children's understanding of mathematical language.

Generally, effective partnerships have been developed with parents. Parents are full of praise for the nursery and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly. Information is shared on a daily basis with them through discussions and written communication books. However, there are limited opportunities for parents to regularly access children's development records. This limits the opportunity to exchange information and to fully support children in their next steps in learning.

Transitions between nursery and reception class in school are well supported. Staff share developmental and assessment records. This ensures the school is informed about the children's next steps and learning priorities are identified.

Effective partnership with other professionals, such as speech therapists, means that early intervention to support children with special educational needs and/or disabilities effectively, is provided. This contributes towards narrowing the achievement gap in children's learning and development.

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

The key person system ensures that all children form secure, emotional attachments. Consequently, young children show a strong sense of belonging and demonstrate that they feel safe. They gain self-esteem quickly, learning to make friends with their peers. They are enthusiastic to follow routines and tidy away after each play session. All staff have a secure knowledge of children's individual likes and routines because they work closely with parents to ensure children's needs are known and met. Staff offer reassurance if they need to, while also allowing children opportunities to explore their environment individually, under close supervision.

Children develop good self-care skills, for example, they are taught to wash their hands before snack to clean away the germs. Snacks are nutritious and staff remind children about the food to eat to make them healthy. Water is available for children to access independently. This helps to support children's well-being.

Staff manage children's behaviour appropriately. Children are learning to respect each other and staff are encouraging them to share and take turns. Staff encourage children to adhere to safety at all times. Children are reminded not to run indoors and use scissors correctly. They do participate in emergency evacuation procedures and they have a secure understanding of staying safe and how to protect themselves in an emergency situation.

Children have plenty of opportunity to access fresh air, as they have direct access to an enclosed outdoor play space. In addition, they participate in 'Forest Schools' weekly where they have opportunity to spend the morning outside. Although children have access to bikes and trikes there is limited opportunity for children to develop the skills of jumping, climbing and balancing. This impacts on the development of their large muscle skills.

Transitions into the reception class allow time for children to become confident with their new environment. Children visit their new reception class and their new teacher spends time getting to know them before they move. This ensures the children settle quickly and are happy.

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

The head teacher understands her responsibilities in meeting the safeguarding, welfare and learning and development requirements. The nursery gives a high priority to safeguarding. All staff are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are sound and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps sound records of accidents, medication and attendance to further protect children and promote their welfare. There are effective recruitment and selection procedures in place and sound support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understands their roles and responsibilities.

Children make satisfactory rather than good progress from their starting points as staff appraisals are not rigorous enough to identify some weaknesses in practice. Consequently, children's interests and styles of learning are not always supported. The head teacher ensures there are effective systems for self-evaluation that inform the nursery's priorities. These are used to set targets for improvement throughout and to monitor the educational programme. For example, the head teacher is keen to raise standards, as a result they have recruited an Early Years Leader that will start in September, who has a wealth of experience that will model good practice and support staff where practice is weaker. This demonstrates the nursery's commitment to continuing improvement and ensuring children receive the best possible care and education.

Children, who have special educational needs and/or disabilities are supported, as nursery staff welcome the involvement from any other agencies, such as speech therapists. This partnership working contributes to a consistent approach for the children.

Staff are establishing good relationships with parents and they speak highly of the support and experiences children receive. Links with the school are well established and staff hand over transition reports, which help to ensure children's learning continues to improve and develop.

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

Unique reference number	EY313316
Local authority	Worcestershire
Inspection number	820418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Castlemorton Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01684 833 282

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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