

Caterpillars Preschool

Calmore Infant School, Calmore Drive, Totton, Southampton, Hampshire, SO40 2ZZ

Inspection date	08/07/2013
Previous inspection date	09/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Assessment systems are effective in identifying children's next steps in learning. Staff track children's progress effectively and plan activities and experiences to meet children's individual needs and learning styles. As a result children make good progress in their learning.
- Children's communication and language, and literacy skills are developing well because staff use a variety of techniques effectively to support the children's learning.
- Staff manage the children's behaviour well and children learn about right and wrong from an early age.
- Staff and management involve parents and children in the ongoing evaluation of the pre-school.

It is not yet good because

- The staff team do not implement the safeguarding and child protection procedures or policies well to promote the children's welfare.
- Management do not always follow procedures to ensure all the relevant statutory agencies are informed about serious injuries without delay.
- Staff do not always obtain enough information from parents about their children's specific needs to enable them to fully support the children.
- Risk assessments are generic and do not cover children's individual needs.

- Children have few opportunities to develop number recognition skills as they become familiar with mathematics.

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.

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 pre-school room and outside.
- The inspector had discussions with a parent, the staff and the children.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Caterpillars Pre-school registered in 1999. It operates from a suite of rooms within Calmore Infants School in the Calmore district of Totton, Southampton. It is a community pre-school managed by a voluntary committee. The accommodation consists of a very large playroom with adjoining toilets and changing facilities, a fitted kitchen, an adult toilet and an office as well as a welcome area. All children have access to a secure outdoor area. In addition, children are able to use the school field and playground.

The pre-school is on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. The pre-school is open each weekday from 8.30am to 3.15pm during school term times with a lunch club available. In addition the pre-school opens for two weeks only, during the summer holidays. There are currently 118 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and children whose first language is not English.

The nursery employs 14 members of staff including the manager. The manager has a level 4 qualification. In addition, 12 assistants have a level 3 qualification and one has a level 2 qualification. Four of these staff are currently working towards higher qualifications.

What the setting needs to do to improve further

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

- improve risk assessment procedures to ensure they are completed in relation to any specific issues to promote the children's safety and welfare.
- implement all aspects of the safeguarding policy and procedures to promote all children's safety and welfare
- improve safeguarding knowledge to ensure all agencies with statutory responsibilities are notified of any concerns about children's welfare or serious injuries without delay

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

- provide more opportunities for children to experiment with a number of objects, the written numeral and the written number word; develop this through matching activities with a range of numbers, numerals and a selection of objects.
- develop further the partnerships with parents to ensure all information about children's specific needs is obtained.

Inspection judgements

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

Caterpillars Pre-school registered in 1999. It operates from a suite of rooms within Calmore Infants School in the Calmore district of Totton, Southampton. It is a community pre-school managed by a voluntary committee. The accommodation consists of a very large playroom with adjoining toilets and changing facilities, a fitted kitchen, an adult toilet and an office as well as a welcome area. All children have access to a secure outdoor area. In addition, children are able to use the school field and playground.

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The nursery employs 14 members of staff including the manager. The manager has a level

4 qualification. In addition, 12 assistants have a level 3 qualification and one has a level 2 qualification. Four of these staff are currently working towards higher qualifications.

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

All children are happy and settled during their time at the pre-school. Children form positive relationships with the adults and other children. They chat openly with staff, sharing their ideas and thoughts. This demonstrates that children feel safe and secure. Children sit with staff as they listen to stories and staff are aware of the children's individual care routines. Staff spend time gathering a range of information about the children's welfare needs, such as daily routines and dietary requirements. However, staff do not always obtain detailed information about children's specific needs to enable them to support the children fully.

The staff organise the daily routines to incorporate the children's individual care routines successfully. Overall, staff work closely with parents to provide individual care routines that reflect the children's home routines. For example, staff follow the parents' lead closely when the children are toilet training, to prevent the children from receiving mixed messages. All children have access to a range of resources and materials stored at a low-level so they are within children's easy reach. This promotes the children's independence and decision-making skills well. Staff ensure that all the resources and equipment are clean and well maintained.

All children behave well and develop a clear understanding of right and wrong from an early age. This is because staff implement the clear rules and boundaries consistently. Consequently, children know what staff expect from them and they respond well to their expectations. Children are actively encouraged to use good manners and staff praise them when they remember to say thank you. Staff are positive role models and respond well to the children, listening carefully to conversations and valuing the children's input. All children are beginning to learn the importance of keeping themselves safe. They use a range of tools and resources safely, such as wheeled toys, scissors and digging tools. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building quickly and safely in an emergency. Children are beginning to learn about healthy eating from an early age through discussion and daily routines. The pre-school has a healthy eating policy in place, which they share with parents. This promotes the provision of healthy packed lunches for the children who stay for lunch at the pre-school. All children access the outside play area daily and have many opportunities to practise their physical skills. The sheltered play area means children enjoy outdoor experiences all year round. They ride wheeled toys with ease, run and climb as they begin to recognise their own physical abilities.

The pre-school partnerships with parents are sound overall. Parents are able to visit the pre-school at any time and have access to their children's records on request. Parents may talk to the key people or the manager at any time and are encouraged to share what they know about their children's learning and development. Parents have many opportunities to contribute to their children's learning, in the pre-school. The pre-school has links with

other agencies and professionals to enable staff to seek additional support for children, as required. However, staff and management do not always consistently implement the procedures.

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

The inspection was brought forward following a provider notification to Ofsted of a serious injury to a child occurring at the pre-school. As a result, concerns were raised about the safeguarding policies and procedures, the children's welfare, the children's supervision and staff deployment, accident recording procedures and risk assessments. The inspection found that children are well supervised and staff deployment is effective. The accident records include all the required information. However, following the accident, management notified Ofsted but failed to notify other relevant statutory agencies, such as the Local Authority Children's Services and the Health and Safety Executive to protect the children in their care. This is a breach of the statutory requirement to promote the children's safety and welfare. The inspection also found that management failed to follow the pre-school safeguarding policies and procedures. Staff do not always complete risk assessments to reflect children's specific needs to ensure they are safe and secure during their time at the pre-school. However, staff are not aware of the correct procedures to follow should another incident occur and demonstrate a positive attitude towards reviewing risk assessments to include children's specific needs.

Overall, staff have a clear understanding of safeguarding procedures and know how to implement them. Through discussion, staff demonstrated an awareness of signs and symptoms that would cause concern, such as unexplained bruising or a change in the children's behaviour. Staff inform the parents about safeguarding procedures through discussion and access to the written policies. Children play in a secure learning environment and staff complete a generic annual risk assessment and carry out daily checks to ensure the playrooms are safe. All visitors are required to show identification and sign in the visitor's book. Robust recruitment and vetting procedures help to ensure all adults in the pre-school are suitable to work with children. All new staff are appointed on probation and are required to complete a full induction programme. The induction covers all the required aspects, including safeguarding, health and safety, emergency evacuation and individual roles and responsibilities.

The pre-school has made sound improvements since the last inspection. For example, children's assessment records now identify the children's next learning steps and the pre-school using a tracking and monitoring computer system to identify areas for development. The management, all staff and parents are involved in the evaluation process to drive improvement. As a result of previous evaluation, the pre-school have developed the outside play area to ensure children access outdoor experiences and activities covering all areas of learning. The staff have weekly meetings to evaluate the setting and to monitor the children's progress. The manager carries out annual appraisals and she spends time in the setting observing staff practice. This demonstrates a clear

capacity to improve the outcomes for 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

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	110465
Local authority	Hampshire
Inspection number	925672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	118
Name of provider	Caterpillars Preschool Committee
Date of previous inspection	09/10/2009
Telephone number	02380 864228

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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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