

Caterpillar Pre-School and H.A.Y Breakfast Club

Hanworth Youth Centre, Hounslow Road, Hanworth, Feltham, Middlesex, TW13 6QQ

Inspection date	04/04/2014
Previous inspection date	13/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not sufficiently challenged during play to support their learning across all areas. In addition, children's learning is hindered as staff are poorly deployed, children do not have a range of appropriate resources to meet their needs and children learning English as an additional language are not supported in their home languages.
- Staff do not use systems of assessment effectively. Therefore, they are unable to identify and monitor the progress children are making towards the early learning goals.
- There is no evidence of planning and how children's next steps of learning are used to progress their learning and development. Also, there is no evidence that required progress checks for two-year-old children are completed and how staff identify any support these children may require.
- Self-evaluation systems do not fully identify weaknesses in practice and systems are not fully effective to show how staffing arrangements meet the required ratios.

It has the following strengths

- Children enjoy positive relationships with staff, so they are generally happy.

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 children during activities in the main playrooms and the garden.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the observations.
- The inspector looked at a sample of children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector looked at the documentation regarding staff suitability, risk assessments and registers.

Inspector

Rebecca Hurst

Full report

Information about the setting

Caterpillar Pre-School registered in 2004. It is run by a local charity, Hounslow Action for Youth in Hanworth in the London Borough of Hounslow. The pre-school operates from a community centre, along with the breakfast club that is solely for the use of pupils attending the adjacent Oriel School. It operates out of a large main room, with a separate enclosed entrance lobby and fully enclosed outside play area.

The pre-school operates Monday to Friday, 9am to 12pm during term-time only. The breakfast club operates between 7.30am and 8.45am term-time only. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll, who are all within the early years age range.

The Breakfast Club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll for the breakfast club and of these, five are in the early years age range.

Children attend the pre-school who have a special educational need and/or disability. They also have children attending who speak English as an additional language.

The pre-school employs six staff. All staff, including the manager, hold appropriate 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:

- ensure children are adequately supervised to ensure their safety at all times and deploy staff effectively to ensure children's needs are met
- increase the range of resources and activities to promote all children's understanding of diversity, paying particular attention to providing appropriate resources to support children learning English as an additional language
- improve assessment arrangements in order to monitor children's progress and plan for their next steps, and use this information to ensure the required progress checks for two-year-old children are carried out and shared with parents
- ensure each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities; and plan a challenging and enjoyable experience for each child across all areas of learning.

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

- develop more effective systems to demonstrate how staffing arrangements fulfil the ratio requirements to meet children's needs
- develop more robust systems to help drive continuous improvement by reflecting on practice to clearly identify and address weaknesses and fully promote outcomes for children

Inspection judgements

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

Staff are not effective at promoting children's learning and development. This is because the provider and staff have a weak understanding of the learning and development requirements, as set out in the Statutory Framework for the Early Years Foundation Stage. Systems for observation, assessment and planning are implemented with varying success. Children are generally happy in the pre-school and are building bonds with their key person. However, some key persons fail to accurately identify where children are in their learning and their observations on what children can and cannot yet do are not always completed regularly. As a result, these staff do not always identify and plan for children's next steps in their future learning, which hinders children's progress

Staff produce some records of children's progress to share with parents and to help

monitor children's achievements. However, because observations are infrequent and the assessments lack rigour, staff cannot ascertain a clear picture of children's progress from these records. Also, these records are not always up to date. As a result, parents lack information that may help them to support their children's learning at home. In addition, staff have little information available to tell parents how well their children are progressing in each area of learning.

At the time of the inspection there was no evidence that staff have completed the required progress checks for two-year-old children or shared these with the parents. Therefore, it is unclear from staff assessments of children and from the activities that are on offer what progress, if any, the children are making towards the early learning goals.

Children receive praise and some support from the staff during some of the activities, which begins to build on their confidence. Children are generally settled in the care of the staff and have built some bonds with them. This helps to start developing children's self-esteem.

As the session was the last day before the Easter break, minimal activities had been prepared for the children to take part in. Staff provided some party games which the children enjoyed, but these did not promote any form of learning for the children.

There are missed opportunities to promote and extend children's language development. Staff do not always make the most of activities to initiate meaningful conversations with children and, as a result, children are not fully challenged to enable them to reach their full potential. In addition, children who are learning English as an additional language do not have access to adequate resources to promote their home languages in the pre-school to help develop their growing communication skills effectively.

At the time of the inspection, children were left to wander around the pre-school as activities had not been set up for them to play with. One table had pre-printed pictures of rabbits and a few resources to use with them. However, there were limited learning opportunities from these to promote children's learning and development.

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

Children have opportunities to play outside with a range of resources, such as slides, ride-in cars and climbing frames to help support their physical development. However, there is a lack of other resources in the outside areas to promote children's development across all the learning areas. In addition, some staff do not fully supervise the children during this play to help ensure their safety, as they talk to parents through the fence and turn their backs on the children playing.

Staff generally work with the parents to help settle children into the pre-school through a key person system. They gain information about children's likes and dislikes and use this information to help them to settle. Staff work with the children to prepare them for school. They talk to them about school and what to expect. This helps to reduce children's anxiety

about this significant move.

Children learn what to do in an event of an emergency as they practise fire drills with staff. This helps children to understand how to keep themselves safe. Snack times are social occasions where staff sit with the children and generally talk to the children. For example, they talk about not dropping food and sharing the party food with their friends. This helps to promote children's language development and their understanding of hygiene.

Staff have an understanding of behaviour management and how to teach the children to share. Children generally behave given their ages and stages of development. All resources are stored so the children can self-select. This promotes the children's independence skills. However, the amount of resources the children have access to does not fully promote children's overall learning and development.

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

The inspection took place due to a concern raised regarding the supervision of the children and the lack of learning and development taking place in the pre-school. The inspection found that although staff maintain required ratios, children are not effectively supervised during outside play to help ensure their safety. This is due to staff turning their backs on the children and talking to parents through the fence. Also, staffing arrangements do not ensure staff are always deployed effectively to support children during their play. Consequently, children are not able to make adequate progress with their learning and development. It was also found that the systems to demonstrate how staff ratios are met are weak because, although staff sign themselves into the nursery, they fail to sign out. This means it is not always clear which key persons are working with the children.

Staff have a sound knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to show how staff provide children with a safe learning environment, both indoors and outside. Recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out.

The systems for self-evaluation are not as effective because they do not identify all areas of weakness. The manager has identified some weaknesses, with the help of the early years team, in the observations of children and of staff practice. However, children's individual learning needs are not being met adequately while staff practice is being improved. Leadership and management involve the parents by gathering their views on the service they provide. However, monitoring systems are not robust enough and do not fully identify key weaknesses to drive continuous improvement.

Staff benefit from regular supervision and the manager keeps track of staff development

to promote their training needs. However, the monitoring of staff teaching practice is not sufficiently robust as weaknesses are not identified. As a result, plans are not in place to remedy the inconsistencies which exist. Nevertheless, all staff are beginning to be involved in all aspects of the evaluation of the setting to help bring about improved 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY294642
Local authority	Hounslow
Inspection number	960639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	63
Name of provider	Hounslow Action for Youth (HAY) Association
Date of previous inspection	13/07/2010
Telephone number	020 8898 0892 mobile 07903867131

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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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