

# Caterpillars Pre-School At Stanley Park

Stanley Park Childrens Centre, Stanley Park Road, Carshalton, SM5 3JL

<b>Inspection date</b>	26/06/2014
Previous inspection date	Not Applicable

<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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a calm and nurturing atmosphere that builds children's confidence and self-esteem, and as a result, they are confident, articulate and motivated learners.
- Children make good progress through the challenging and interesting experiences indoors and outside. The learning environment supports children's independence as they freely access a wide range of good quality resources.
- Children make very good progress in their language and development because staff actively support them to express a wide range of feelings, and consistently use open questions so children think critically and develop their own ideas.
- Staff have strong links with other professionals in the children centre who support staff close the gaps in children's learning and development.

### It is not yet outstanding because

- Assessment systems to share information with parents about children's learning needs, achievements and next steps are not fully successful, so parents can extend the learning at home and share what they know about their children's learning needs.
- Systems for self-evaluation do not fully consider the views of children, parents, staff and other professionals to enhance learning experiences for children and their families.

## 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 activities indoors and outside.
- The inspector spoke with the manager, parents, staff and children at appropriate times during the inspection.  
The inspector sampled a range of documentation, including the Children's Centre's self-evaluation document, written policies and procedures, and staff and children's records.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Jane Winnan

## Full report

### Information about the setting

Caterpillars Pre School registered in 2013 on the Early Years Register. It runs from within the Stanley Park Children's Centre. The setting operates from a purpose built centre attached to the school in the London Borough of Sutton. Children have access to a large group room and separate toilet facilities. Children have free-flow access to a secure enclosed outdoor play area. Staff toilets and kitchen facilities are available. There are no steps leading to the premises, enabling easy access for wheelchair users. Other services use the centre at the same time as the preschool, but do not have access to children in the preschool. The preschool receives funding for the provision of free early education for two-year-old children. The preschool is open each weekday from 9:15am to 12:15pm, term time only. They support children with special educational needs and/or disabilities and those learning English as an additional language. There are four members of staff employed at the preschool, all of whom hold relevant childcare qualifications. The manager is a qualified teacher and holds a BA Hons (Primary Ed) Degree with qualified teacher status. The preschool has two named deputies, one of whom is an early years graduate. Two members of staff hold a level 3 early years qualification and one member of staff is an apprentice early years practitioner. The preschool receives support from the local authority early years development department.

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

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

- strengthen communication with parents to share information about children's learning needs, achievements and next steps so they can extend the learning at home and share what they know about their children's learning and progress
- develop self-evaluation systems to include the views of children, parents, staff and other professionals to enhance learning experiences for children and their families.

### Inspection judgements

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

Staff consistently demonstrate a high quality of teaching, which helps children make rapid progress from their starting points. Staff use their strong knowledge of how children learn and the children's individual learning needs to successfully plan and track their progress towards the early learning goals. Children's learning journeys include a copy of the progress check for two-year-olds that identify their progress and the next steps in their learning. Staff share these with parents and the health visitor to help assess children's progress towards their expected levels of development. Staff carry out ongoing

observations that identify what children learn. They do not regularly or consistently identify children's next steps for learning in the assessment records. This impacts on how they share this information with parents, so they can support their children's learning at home, and share what they know about their children's learning and progress.

The structure of the session provides a good balance of adult and child-initiated activities, both indoors and outside. Planned activities run across the session and children are encouraged to participate in these. They spend the rest of the session engaged in child-initiated activities, supported well by adults. Staff plan a broad range of interesting and challenging experiences that cover all areas of learning, linked to children's interests and often to a topic, for example, Brazil and the World Cup. Children's learning comes to life as they make a tropical rain forest in the classroom. Their artwork, including suns, monkeys, parrots and snakes hang down from the ceiling in amongst an array of green paper leaves. Children are experimenting with a range of materials to explore different textures, colours and marks. Staff display photographs to capture the experiences children enjoy at the pre-school.

Staff have high expectations of children. They read books that introduce children to other cultures and use props to add interest and maintain levels of concentration. Adult-led activities are well planned and practitioners make effective use of these to challenge children in their thinking. Staff involve all the children in asking them questions, such as what is it, and what is happening in the story. Children communicate well, responding to the questions and show confidence when counting for example, the fruits in the basket. They listen well to enjoyable stories, and demonstrate good attention and recall skills. Children practise drawing around letters using a pencil, developing their early literacy skills. They recognise and name alphabet letters and learn to link letters with their sounds. These activities help children to learn and develop the skills needed for school.

Children enjoy using their senses to explore a range of malleable materials, for example, water, sand and dough. They are busy and occupied at the dough activity. Staff skilfully judge when to join in children's self-chosen play and when to leave them to develop their ideas. Staff set children tasks, providing activity mats, to enhance the dough activity. They ask children questions, such as, 'can you make some worms, and can you make a face'? Staff ask children what shape their eyes are and suggest they use the mirror to look and see. Staff are effective in their questioning, encouraging children to think things through and solve problems, for example, 'how could we make eyes'? Staff provide a narrative for children, talking about what they are doing so children can make links between the language and their actions. Staff discuss with children where the toy furniture could go in a dolls house, asking questions about aspects of their familiar world.

Staff refer to key words in other children's languages, and praise children for their efforts and achievements when they use verbal communication to join in activities. Staff work closely with the Children Centre to use early intervention programmes to support children with English as an additional language, for example 'Tiny Talkers'. This helps to close any gaps in children's communication and language development and supports children to become confident talkers.

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

Children are happy and settled in this warm and welcoming pre-school. The learning environment supports children's independence well so they can freely access a range of good quality resources. Staff have positive relationships with parents and children. Staff carry out home visits before children start to support their transition into the pre-school. The key person system matches children with the most appropriate member of staff to meet their needs. This helps children to settle. Staff write progress reports for children when they leave so information about their care, learning and development can be shared with other childcare professionals. This aids the settling-in process and promotes continuous learning for the children.

Children behave well. Staff are skilled at monitoring their play and use timely interventions to support children to manage their behaviour. For example, staff support them to let others have a turn at using the paint easel. This helps children to accept the needs of others through taking turns and sharing resources. Children receive positive support from staff who have a calm and gentle approach. Staff praise children when they initiate friendly behaviour, forming good relationships with their peers, for example, children hold hands together and dance round to the music. They say 'show me your ears' when they want to gain children's attention. Staff work closely with parents about managing children's behaviour to provide children with a consistent approach.

Children learn to manage their own personal hygiene routines, such as going to the toilet and washing their hands. Staff change nappies mid-morning or when necessary and follow the correct hygiene procedures to reduce the risk of spreading germs. Staff support children become independent, helping to lay the table and putting out the place mats for snack time. Children have their snack together, sitting round a table promoting opportunities for social interaction among staff and children. Snacks are healthy and nutritious and include fruit and a choice of milk or water. Children learn about healthy foods by growing their own strawberries in the garden. Children have opportunities to do cooking with staff in the kitchen nearby.

Staff promote children's health and safety very well. They carry out regular risk assessments of the environment to keep children safe. Children enjoy dancing to carnival music, in line with the theme, with shakers they have made, using a safe space indoors for music and movement. They have free-flow access to the garden that is well equipped and stimulating for children. Children ride scooters, climb on a climbing frame and enjoy making marks on the path with household brushes and buckets of water. Children, and notably boys, are developing good writing skills. Writing tools and opportunities to make marks, for example, in the sand and when painting, are available outside, which for many is their preferred environment. Children assess and take risks within a supportive and safe environment that also fosters a sense of fun. Children have access to the school playground on occasions, so they experience playing in a larger space, developing their physical skills and promoting a healthy lifestyle. Children also participate in the school's sports day, which supports their social and physical skills. This helps to prepare them for routines and activities when they move up to school.

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

Leadership and management have a good understanding and knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff implement policies and procedures effectively, which they share with parents. This means parents are aware of the setting's responsibilities to safeguard their children. All staff have attended safeguarding training and are fully aware of the procedures to follow if they have concerns about a child at risk of harm. Several members of staff are first aid qualified, meaning they are able to attend to any minor accidents children may have, following the appropriate procedures. Recruitment and vetting procedures are robust for all staff, including apprentices. This means management are able to determine their suitability to work with children.

Management carry out regular observations of staff practice to help evaluate the effectiveness of teaching during planned activities. This enables them to ensure the quality of teaching is consistent across the different aspects of the session. The highly qualified workforce use their skills, experience, and knowledge of children to plan educational programmes that meet children's individual needs. Staff receive regular one-to-one supervision from the manager, and appraisals have been introduced to monitor their ongoing effectiveness.

Parents speak highly of the staff and talk about how their children have made rapid progress. They receive a newsletter and information about the current topic and the group learning objectives. This provides them with appropriate information to continue the activity at home, although, systems to engage them in their children's individual learning are not fully effective. Where children's starting points are lower than those of other children their age, leadership actively seeks support from the Children's Centre and external agencies to ensure children receive the support they need.

Informal self-evaluation systems within the pre-school work well to identify staff effectiveness as well as areas to develop to improve the educational programme. However, the overall evaluation for the pre-school is incorporated in the Children's Centre's self-evaluation. This means it does not purposefully capture the views and needs of children, parents, staff and other professionals using the pre-school, to focus and build on their success and identify areas for continuous development that specifically target their needs.

## 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

<b>Unique reference number</b>	EY471117
<b>Local authority</b>	Sutton
<b>Inspection number</b>	949271
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Stanley Park Childrens Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02086476771

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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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