

Colyton Caterpillars Childcare

Reece Strawbridge Centre, Peace Memorial Fields, Coly Road, Colyton, Devon, EX24 6PU

Inspection date

01/08/2014

Previous inspection date

27/09/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

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 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

- Sleeping arrangements put children's health at risk because staff do not always ensure that children are adequately supervised when they sleep outdoors.
- Management does not always ensure that children are supervised by adults checked as suitable to work with them. This failure compromises children's safety.
- Teaching is not of a consistently very high quality because staff do not make the most of opportunities to extend children's mathematical thinking.

It has the following strengths

- Staff frequently use good questioning to extend children's thinking skills.
- Planning is focused on children's individual development to support all children's learning. Regular assessment arrangements closely monitor their progress.
- Partnerships with parents are strong. Staff encourage a two-way system of information sharing to build upon children's learning at home.

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 and manager completed a joint observation.
- The inspector talked with some parents, children, staff and the nominated person.
- The inspector examined a range of documents.
- The inspector observed children's play both indoors and outdoors.
- The inspector held discussions with the manager.

Inspector

Sarah Madge

Full report

Information about the setting

Colyton Caterpillars Childcare registered at the current premises in 2010. It operates from a community building over-looking the Peace Memorial playing fields in the village of Colyton, in Devon. Children have use of two playrooms, toilets, a kitchen and the hall. There is an enclosed outside area. The pre-school is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free early years education to children aged three and four years. The pre-school is open every weekday for 50 weeks of the year, from 8am until 6pm. There are currently 61 children on roll, 47 of whom are in the early years age group. The pre-school employs 13 members of staff, eleven of whom hold appropriate early years qualifications. The pre-school currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure the arrangements for the monitoring of sleeping children promote their health and welfare at all times
- ensure there are robust systems to safeguard all children by ensuring that adults whose suitability has not been checked do not have unsupervised contact with children at any time.

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

- raise teaching to a consistently very high quality by making the most of opportunities to enhance children's mathematical thinking, such as through interactions in children's self-chosen play.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They use their knowledge well to complete regular observations and assessments to monitor children's achievements. From the start, staff obtain information from parents and complete observations to ascertain what children can already do. Staff use this information well to plan activities and provide resources that will help the child to settle in quickly. They create useful learning journals of children's achievements, which children enjoy

looking through. Children proudly smile in recognition of themselves in photographs, and talk about their previous experiences. This arrangement boosts children's self-esteem and encourages their conversation skills well.

Ongoing assessment of children's progress helps staff to identify any gaps in achievement easily. They compare children's achievements to an appropriate educational programme, to identify their progress, and decide what individuals need to learn next, to help them to reach their potential. Staff carefully plan activities based upon children's interests and their current stages of learning. This means children enjoy their time at the setting and are motivated to learn new skills. As a result, all children make good individual progress in their learning and development. Staff implement the checks required for children aged between two and three years effectively.

Staff gather ongoing information from parents regarding children's interests and learning at home, and share what children enjoy in the pre-school. They share children's development with parents through a termly report, so parents are aware of their children's progress. Additional information regarding the pre-school is provided through newsletters and the pre-school's website. This routine two-way flow of information means parents are fully involved in their child's development, and well informed of the activities they undertake. Regular parents' evenings with the children's key person provide good opportunities for parents to take an active role in their children's learning. Staff form good links with parents of children who speak English as an additional language to ensure that the children settle in and learn to communicate. Doing this helps them to develop relationships with other children and staff. They work closely with other professionals to provide strong support for children with special educational needs and/or disabilities.

Children are given free choice of a suitable range of activities from which they choose and, consequently, children settle quickly and play with their friends. Staff frequently alternate the available activities to encourage children to explore a wide range, which broadens their experiences. Staff allow children to try things for themselves before stepping in. This good teaching strategy helps children to be independent learners. For example, staff supervised while children handled real woodwork tools confidently. Staff provide opportunities for children to grow fruit, vegetables and flowers. This arrangement helps them to learn about life cycles.

Staff provide a good programme to promote children's early mathematical development. They teach children to count during planned group activities, for example, and when helping staff to prepare for snack. Children count the cups to make sure there are enough for everyone. This aids their counting skills in a useful, practical way. However staff do not consistently extend children's learning by making the most of suitable situations to build on their mathematical knowledge. For instance, staff do not always respond to children's comments on size by encouraging them to explore the idea further. This shows that teaching is not of a consistently very high quality.

Staff sit with children frequently, and talk to them about what they are doing. For example, children paint pictures while staff ask them to explain their work, which develops their language skills. All staff use questioning well to challenge children's thinking. For instance, staff ask useful questions, such as those starting with, 'How do you know?' As a

result, children are very confident communicators. They constantly talk to their friends and engage in regular conversations with adults. They acquire good skills ready for the move to school.

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

Staff do not always promote children's health and safety. They do not manage sleeping arrangements effectively. This is because staff sometimes place sleeping children in buggies, which are placed outdoors, unsupervised. As children face away from the building, staff are unable to see the children to monitor them effectively as they sleep. This arrangement puts children's well-being at significant risk.

Otherwise, staff care for children in a safe, secure environment which they check each day to ensure any potential hazards are removed and reduced. They teach children to take care of themselves in sensible, practical ways. For example, children learn to wear goggles while they saw and hammer wood, to protect their eyes. Staff demonstrate a suitable awareness of child protection issues. They are able to identify signs and symptoms that would cause concern about a child's welfare. They are clear about the procedures to follow to report these.

Staff teach children the basics of healthy lifestyles effectively. Children enjoy nutritious snacks and are offered drinks throughout the day. Staff encourage them to try new foods, and help them to recognise different food types. For example, children follow food charts at lunch time, provided by staff, to help them understand the importance of savoury food and fruit. They wash their hands at appropriate times, and staff clean the resources and equipment regularly to help prevent the spread of cross-infection.

Staff care for children in a warm and welcoming environment in which children choose and play with a good range of suitable toys. Staff work in one playroom, so get to know all children well. They maintain younger children's care routines consistently. They greet children with warmth and re-assurance on their arrival, and cuddle them when they wake from their sleep to reassure them.

The key-person system is flexible to enable staff to fully support children as their relationships with different staff members change and develop. This all helps children to establish positive relationships with the staff and each other. For example, children offer to pour drinks for their friends at snack time. Staff routinely praise children's achievements, to help boost their self-esteem. They remind children of the expectations for behaviour when needed, through gentle discussion. Children learn to behave well because they feel valued and secure. They take responsibility for small tasks, such as chopping fruit for snack time. This helps them to become independent in their self-care ready for the next stage in their learning.

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

The provider does not ensure that safeguarding and welfare requirements are met. This inspection took place because concerns were raised to Ofsted about staff supervision of sleeping children at the pre-school. Evidence gathered at the inspection found that sleeping arrangements do not always allow staff to monitor children effectively. Although staff have a good understanding of appropriate procedures to follow when children need to rest, they do not always implement these. As a result of the inspection findings, the provider is required to take further action relating to the supervision of sleeping children.

Risk assessments are carried out including daily checks to ensure the premises is safe and secure. Management maintain a range of documentation to help safeguard children. For example, they request that visitors sign in upon arrival, and record children's attendance accurately. A suitable range of policies and procedures generally underpin practice. Recruitment and vetting procedures are appropriate to ensure that staff are suitable to work with young children. Additionally all staff have an appropriate understanding of the risks of allowing unchecked staff to have unsupervised access to children. However at times, children are left in the care of volunteers whose suitability has not been checked. This places children at risk of significant harm, and is a further breach of a statutory requirement.

The provider ensures that the learning and development requirements are met effectively. Management ensures staff receive regular supervision meetings and annual appraisals that provide support and address any issues that may arise. They ensure that staff undertake required training. They provide support for staff to attend additional courses to further their professional development, and raise the quality of teaching. This demonstrates a commitment to improving the setting. Management complete self-evaluation to reflect on practice, and involve the staff team and parents in identifying suitable areas for development. However, the fact that some requirements are not met, has been overlooked.

Staff have established positive partnerships with parents. Parents spoken to at the inspection comment that they are, 'very happy' with the provision, that their children are settled and making good progress in their learning. There are good systems to liaise with other early years settings that children attend to share information, which promotes consistency of learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18 (compulsory part of the Childcare Register).
- ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18 (voluntary part of the Childcare Register).

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	EY408094
Local authority	Devon
Inspection number	983819
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	28
Number of children on roll	61
Name of provider	Colyton Caterpillars Pre-School Committee
Date of previous inspection	27/09/2010
Telephone number	01297552567

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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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