

Caterpillars ASC Ltd

Deepcut Village Centre, Swordsmans Road, Deepcut, Camberley, GU16 6GF

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 demonstrate a secure knowledge of how children learn. Planning takes into account the interests and preferences for each child so that activities are sufficiently focused to meet their individual needs.
- Staff work closely with all parents and other settings that children attend so that they can build on their knowledge, understanding and skills in order to promote continuity of care and learning for children.
- Staff have a clear understanding of how to implement carefully planned routines, so that each child's safety and well-being is effectively and consistently promoted.
- The provider has effective systems in place to evaluate and reflect on practice so that she can analyse the strengths and areas for further improvements.

It is not yet outstanding because

- Children have fewer opportunities to explore and use toys and resources that reflect individual differences and cultural diversity.
- Staff miss opportunities to incorporate activities that encourage imagination and curiosity in the outside environment.

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 had a tour of the premises and took part in a joint observation with the provider.
- The inspector discussed with the provider and staff how the individual needs of each child are met to support them to learn effectively.
- The inspector observed children and staff engaged in activities.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Caterpillars Afterschool Club Ltd registered in 2014. It operates from Deepcut Village Centre in Deepcut, near Camberley, Surrey. Children have access to two meeting rooms and when available a large hall. Children have access to an enclosed outdoor play area, which is for their sole use. They also have use of a nearby local play park and playing fields. The club primarily serves children who attend Heather Ridge Infant School. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club offers care for children aged from four to eight years old. There are currently three children on roll in the early years age group. It operates from Monday to Friday term-time only, from 2.50pm to 6pm. The club welcomes children with special educational needs and/or disabilities and those who have English as an additional language. Staff are employed according to required ratios and hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- increase the range of toys and resources available to children that reflect differences to further encourage children to value and respect diversity
- increase the range of activities available to motivate children to use their imagination in the outdoor environment

Inspection judgements

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

Children are supported well in the club environment. Staff spend time getting to know the child and helping them to settle. For example, new children and their parents are asked to complete 'All about me' forms and this gives staff knowledge of the child's interests and abilities when they first join the club. Staff monitor children's interests through observing children at play and identifying their achievements. Staff continue to work closely with parents. For example, they ensure parents are kept fully informed about their children's learning and achievements through regular discussions.

Staff use the information gathered from observations of children to plan stimulating and challenging activities that meet children's individual needs and interests. Children are supported by well-deployed staff who spend their time chatting with the children and showing a real interest in each individual. They engage children in conversations while they play, to encourage their critical thinking. For example, they use open questions,

asking children to tell them about the patterns emerging during creative play. Staff know children well and listen with genuine interest to what they have to say. Staff move around the play areas so they are available to join in with children's play, providing a successful balance of supervision, interaction and modelling of ideas. For example, following children's interests, staff provided an interactive dinosaur, sensitively giving children instructions on how it worked. As a result, children fully engaged in play as they laughed with glee when it moved and roared across the play area. This helps to facilitate and support children to acquire the skills and capacity to learn and to assist them in their future learning.

Children enjoy and benefit from their time at the club. Children show confidence and good communication skills as staff encourage them to try out new activities. For example, when constructing a tree house, children exchange and share ideas as they build the model together. Overall, staff provide experiences that children thoroughly enjoy. Children can make independent choices in their play when accessing the indoor and outdoor environments. However, there are fewer activities planned in the outdoor environment that motivate children to use their imagination. Nevertheless, children fully engage in, and experience rich and varied activities. This means children concentrate on each activity for a very long time, having chosen what they want to do for themselves from the toys and activities and toys offered. As a result, children feel extremely secure and comfortable within their environment.

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

The club is welcoming to children and parents. Children settle well through the warm relationships developed by staff. Children's well-being is promoted as they form secure attachments to staff through continuity in their care. Parents comment very positively about the care their children receive. Children tell their parents that they enjoy attending the club. They talk confidently and assertively about the activities they enjoy and show a good awareness of their own needs. They are considerate and play well with their peers. Children's ability to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing teachers or moving classrooms. Staff work well together to make sure that all children receive the care and support they need and daily routines are familiar to children, which helps them to feel safe and secure. For example, during snack time, staff engage children in discussion about the rules of the club, which develops their social interaction. The children enjoy sitting with their friends and discussing the school day.

Staff promote children's good health well, providing well-balanced meals and snacks and always taking their dietary needs, allergies and preferences fully into account. Children develop skills for independence as staff encourage them to try to do things for themselves. They learn about the importance of good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children access outdoor play and enjoy a range of ball games, hoops and skipping in the outdoor environment. As a result, children grow in confidence as they develop their physical skills.

Children behave well as they are encouraged to take responsibility for themselves, learn to listen, share and be kind to others. This results in an environment where children quickly learn what is expected and they cooperate with each other. The resources and toys are stored in open units and the environment has plenty of space to move around. However, there are fewer resources currently to promote fully children's understanding of the differences between themselves, their families, and others in the community and wider world around them. Nevertheless, positive staff interaction helps to develop children's confidence and self-esteem extremely well. Staff implement good procedures to safeguard children's welfare and carry out daily risk assessments. They are vigilant about children's safety and procedures are in place to transport children around the building to keep them safe at all times.

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

The club provides a strong welcoming environment, which values and respects children and their parents. The provider has a good understanding of her responsibility to make sure that the provision meets the safeguarding and welfare requirements. This is the club's first inspection since registering and they have worked hard to provide a good quality service, which is reflected in their practice. For example, comprehensive documentation, including written policies and procedures underpin the good practice within the club. The provider has strategies in place to seek the views of parents and children to support the effectiveness of the provision. The staff team contribute their views and opinions to the self-evaluation process. As a result, the team work well together to provide a safe environment where children's welfare is protected.

Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability. Effective induction procedures help new staff to fully understand their roles and responsibilities. Staff performance is monitored through effective procedures of supervision, observations and at staff meetings. The provider understands the importance of continuous professional development as all staff undertake regular training. The manager and staff team have up-to-date safeguarding and child protection training. They are clear about their roles and responsibilities to safeguard children and take positive steps to safeguard children's welfare. Routine safety checks contribute significantly to children's safety and well-being. The majority of staff have received first-aid training and are vigilant about children's safety and supervise them well.

Staff engage with parents well. Parents confirm they are very pleased with the setting. They find staff are friendly and helpful and keep them fully informed about their child's achievements. The setting has good working relationships with the local schools and this impacts positively on the transition for children into the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475704
Local authority	Surrey
Inspection number	957358
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	18
Number of children on roll	3
Name of provider	Dagny Norman
Date of previous inspection	not applicable
Telephone number	07931622253

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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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