

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

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

Inspection date	23/09/2014
Previous inspection date	04/04/2014

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		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 develop strong emotional bonds with the children. Consequently, the positive relationships support children to feel safe and secure in the pre-school.
- The quality of teaching is good because all staff engage and motivate children's learning well with a strong emphasis on developing their language, personal, social and emotional development.
- A good mix of adult-led and child-initiated activities ensures that children begin to develop independence and confidence in their play as staff follow children's interests.
- A motivated and strong leadership and management team identify the strengths and weaknesses of the setting and have prioritised continuous areas for development.
- Good communication and partnerships with parents ensure that children's individual needs are met.

It is not yet outstanding because

- The quality of staff and children's interactions during mealtimes, does not always provide enough support for the development of children's communication and language skills.
- Staff miss opportunities to further develop children's understanding of the alphabet and

the letters that make up their names, during mark-making activities.

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 spent the majority of the inspection observing interactions between the staff and children.
- The inspector sampled the pre-school's policies and procedures and child development records.
- The inspector met with the provider and the manager to discuss leadership and management.
- The inspector spoke to parents, staff and children during the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Vanessa Brown

Full report

Information about the setting

Caterpillar Pre-School and H.A.Y. Breakfast Club 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 Academy. 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 during 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 21 children on roll in the pre-school. 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 40 children on roll for the breakfast club and of these; one child is in the early years age range. The pre-school currently supports children who speak English as an additional language. The pre-school and breakfast club employs seven staff. All staff in the pre-school including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- continue to build on the quality of interactions between staff and children in relations to communication and language at mealtimes, to further support all children and specifically children with English as an additional language
- further support children's understanding of the alphabet and the letters that make up their names, during mark-making activities.

Inspection judgements

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

Staff provide a warm and friendly environment in the breakfast club. Children sit together and served themselves breakfast with their friends. This short period before school enables children to relax and build relationships, which prepares them ready for school. They engaged in activities with their friends and choose to play indoors or outdoors in the open environment.

Children enter the pre-school and choose from a range of resources and activities that support all areas of learning and development. Staff gain information from parents as children start in the setting about their interests and use this to and plan to meet

individual children's needs. They monitor children's learning so that any additional support can be identified early. Management complete additional monitoring to ensure support is in place and working well for children with English as an additional language. Consequently, children make good progress from their initial entry to the pre-school and within a short period of time.

Staff share information with parents on their child's development verbally every day and also during planned parent mornings. The use of home communication books help parents remain fully involved in their children's learning and development. The staff complete progress checks for children aged two years and share information about their learning with their parents. This close partnership working with parents helps staff continue to meet children's individual needs and changing interests. Parents comment that they are happy with the care their children receive and with the information that is shared with them. They appreciate the time that the key workers spend to help children settle and explain that children are happy in the pre-school.

Children confidently explore the environment and staff play with them to support and extend their learning. For example, the children dug into the soil and filled plant pots to plant seeds. They concentrated and listened to instructions as they shared the seeds between their friends. This supports children's communication, language, personal, social and emotional skills. Staff support children in learning how to count and recognise colours and shapes. Children took turns in working out which shape fits onto a wooden puzzle. Staff praised children's achievements and they had fun together discovering through trying and having a go until the shape fitted. This supports children to build confidence and independence in their learning.

Staff use picture timetables and signing with children throughout the morning. Children learn about routines and feel safe as they understand what comes next in the morning's activities. This supports all children and especially those children who have English as an additional language. Appropriate levels of support by staff, combined with a mix of adult-led and child-initiated activities, ensure children have opportunities to make good progress in their learning and development.

Children learn self-care skills that prepare them well for school. They learnt to recognise their names using the self-registration system when children enter the pre-school. However, there are missed opportunities for children to practice their letter recognition during outdoor mark-making activities. As a result, children's understanding of the alphabet and letters that make up their names is not fully enhanced. Children learn about routines and sit together at circle time, which prepares them for their transfer into school.

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

Children and parents are welcomed into the pre-school by warm and caring staff. Children settle well and develop strong attachments with their key workers. This is because staff take time to get to know individual children. The settling-in period is a two-way process where parents feedback is encouraged and recorded over the initial settling-in period. This

further supports the staff to ensure that children's interests are followed and children feel safe and secure.

Children choose from a range of easily accessible activities and resources and gain confidence and independence in their learning and development. Children behave well in the pre-school. They learn about the rules during circle time activities and reminders are displayed around the nursery in picture form. Children are encouraged to do 'good sitting, listening and looking' at circle time. They are reminded to use indoor voices and to walk in the nursery. Staff provide children with lots of opportunities for sharing and turn taking during activities. For example, children played with a wooden house and took turns in playing with and identifying the furniture. Children gain an understanding of being kind to each other as staff are consistent in their positive behaviour management strategies. Positive encouragement and praise by staff supports the development of children's confidence and self-esteem.

Staff promote children's understanding of healthy lifestyles. Children are encouraged to wash their hands after going to the toilet and before snack. Children who choose to help prepare the snack wash their hands, and there are pictures in the bathroom and by sinks to remind children to use soap and to rub their hands together. Children helped to cut up fruit for snack time. They cut up strawberries, apple and cucumber and broke up breadsticks. This supports children's independence skills. Children sit together at snack time and choose what they would like to eat. They talk to the staff and their friends. This is a sociable occasion. However, staff miss opportunities to support the development of children's language skills, particularly, for those children with English as an additional language. Children are able to choose to play indoors or outdoors throughout the day. This supports children to access daily fresh air and regular exercise to promote a healthy lifestyle.

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

An enthusiastic and dedicated manager, supported by a strong team of staff, manages the nursery. The management and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Policies and procedures are in place, reviewed regularly and shared with parents. There is a designated person responsible for safeguarding in the nursery and staff are trained in the procedures of the nursery when they start. Staff understand the importance of keeping children safe and have a good understanding of the signs and symptoms they watch out for in order to safeguard children. They understand the procedures to follow if they have concerns about a child in order to help keep children safe. Staff also understand the procedures to follow if they had concerns about the behaviour of another member of staff.

Documentation and records are well maintained and easily accessible. There are good recruitment and induction procedures in place as well as ongoing supervision, and training opportunities for all staff. Staff and management identify training needs together and this mutual support ensures that staff continue to be suitable to work with children. Staff are

deployed effectively throughout the day and ratios are strictly adhered to support children's needs. Management and staff ensure that the premises are safe and well maintained. Staff follow daily risk assessment checks and are vigilant in ensuring the environment indoors and outdoors is safe and secure. Separate risk assessments for all areas of the premises as well as for activities and resources, ensure that children are kept safe.

The leadership and management team use local authority reports and action plans to ensure they comply with the requirements of the Early Years Foundation Stage. There has been a sustained and successful improvement to the care and education of children provided by the nursery since the last inspection. The actions set at the last inspection led to a thorough review of the documentation and the quality of care that children receive. Resources and activities now promote children's understanding of diversity particularly in relation to supporting children learning English as an additional language. Assessment arrangements have also been reviewed and new systems are starting to become embedded. Staff have appropriate first-aid training in place and are deployed effectively so that they are able to deal with any accidents that may occur in the pre-school.

Management and staff have effective systems in place to reflect on their practice taking into account the views of parents, staff, children and the local authority. This helps to promote ongoing improvements to benefit the children's care and learning in the nursery.

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	EY294642
Local authority	Hounslow
Inspection number	976972
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	21
Name of provider	Hounslow Action for Youth (HAY) Association
Date of previous inspection	04/04/2014
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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