

The Caterpillar Club

Ferndown First School, Mountbatten Drive, FERNDOWN, Dorset, BH22 9FB



Inspection date	11 June 2015
Previous inspection date	20 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff create a friendly, welcoming environment. Children develop affectionate bonds with staff through a well-managed key-person system. As a result, children are happy and eager to learn.
- The quality of teaching is good. The team of well-qualified staff plans a broad range of activities that support all children to make good progress in their learning.
- Children receive good support from staff to help them learn about procedures that help to keep themselves and others safe.
- Staff have good arrangements in place to help children settle into the pre-school and move to new settings, including school. This means that children are emotionally well prepared and their self-confidence is effectively supported.
- Partnerships with parents and other professionals are positive and make a good contribution to meeting every child's needs.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They know and follow the range of written policies and procedures in place to ensure children are well protected.

It is not yet outstanding because:

- Staff are not always consistent in how they manage children's behaviour, which means that, at times, children receive mixed messages about expectations.
- Children sometimes become distracted and unsettled because staff do not always fully engage all the children during group time.

What the setting needs to do to improve further

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

- ensure staff are consistent in how they manage behaviour so that children are clear what is expected of them
- ensure staff support children to engage during group times so that they can all fully participate in age-appropriate and stimulating activities.

Inspection activities

- The inspector observed children's play, activities and staff's interaction with children both inside and outside.
- The inspector talked to children, staff and the manager at appropriate times throughout the inspection.
- The inspector and the manager carried out a joint observation and discussed the ways in which practice in the pre-school is evaluated in order to make plans for improvement.
- The inspector looked at planning documentation and children's learning and assessment records.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection.

Inspector

Jacqueline Good

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning and development because staff prepare activities that interest and engage them well. Staff identify children's next steps for learning through precise and accurate assessment. They use this information to plan activities that challenge all children appropriately. Staff engage children in conversation as they play, and encourage them to answer thought-provoking questions to stimulate curiosity and successfully extend their learning. For example, when observing minibeasts, staff ask how the creatures grip. Children look at their own shoes in comparison. This means children become confident communicators and inquisitive learners. There is a strong focus on developing mathematical language and number. For example, when preparing balls of clay, children are encouraged to count and check there is one ball for each child present. At times, during large group activities, staff do not intercept, where necessary, to support and re-engage children who lose interest.

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

Staff provide children with a selection of balanced meals and snacks, opportunities to participate in physical play every day and teach them good hygiene practices. This effectively promotes their understanding of healthy lifestyles. Children learn to take on small jobs, such as counting ticks in the register and recording the number of children present. They are involved in carrying out daily safety checks, which helps them understand how to keep safe. Children also learn to take care of their own well-being. They independently use the bathroom and wash their hands confidently. Staff regularly praise them for their achievements. Consequently, staff effectively promote children's emotional well-being. Staff teach children to behave well and be kind to their friends. However, sometimes staff do not correct unwanted behaviour so children learn consistent expectations.

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

The manager and her team demonstrate a secure knowledge of the learning and development requirements, and of how to keep children safe. Staff are valued and supported to develop their practice. For example, the recent training, 'Welcoming a child with complex needs,' has helped staff to develop strategies to use alongside advice from outside agencies to support children with additional needs. The manager and deputy manager monitor the educational progress of children closely to make sure they continue to make good progress in their learning. Consequently, they swiftly identify any gaps in progress. Self-evaluation accurately identifies the pre-school's strengths and areas for improvement. Parental feedback is extremely positive.

Setting details

Unique reference number	144322
Local authority	Dorset
Inspection number	841657
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	45
Name of provider	The Caterpillar Club Committee
Date of previous inspection	20 September 2010
Telephone number	01202 893272

The Caterpillar Club Pre-School opened in January 1997. It is registered on the Early Years Register. The pre-school operates from a classroom in the grounds of Ferndown First School, in Dorset. There are currently 45 children on roll. The pre-school opens from 8.30am to 3.30pm Monday to Thursday and 8.30am to 12.30pm on Friday, during term time only. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one holds a level 2 and one has Early Years Professional Status. The pre-school also employs an administrator and a cleaner. The pre-school provides funded early education for three- and four-year-old children.

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