

Codford Caterpillars Pre School



Codford School, Cherry Orchard, Codford, WARMINSTER, Wiltshire, BA12 0PN

Inspection date 25 June 2015
Previous inspection date 22 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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		Outstanding	1
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

- The quality of teaching is good. Staff provide a wide range of stimulating and challenging activities which promote children's learning effectively.
- The highly effective key-person system supports children extremely well. Staff are exceptionally skilled at helping children to develop secure emotional attachments. As a result, children settle quickly and are happy in the warm and vibrant environment. They are confident and demonstrate high levels of self-esteem.
- Strong partnerships with parents, external agencies, other providers and schools enable staff to understand and meet children's individual needs successfully.
- The management has a clear drive for the on-going development of the pre-school. It identifies aspects for improvement effectively and ensures staff update their skills and knowledge through training to promote outcomes for children.
- All staff have a clear understanding of child protection and of safeguarding procedures. They are clear of their roles and responsibilities and carry out daily checks to assess and reduce potential risks to children. Children learn how to keep themselves safe through taking part in a variety of activities including regular fire drills.

It is not yet outstanding because:

- Staff do not always promote children's involvement in story-telling and enrich their learning experiences. As a result, some children become distracted and do not fully engage, listen and concentrate.
- On occasion, staff ask too many questions in succession and do not give children the time to think about their answers and develop their own ideas.

What the setting needs to do to improve further

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

- make the most of different storytelling activities and strategies to promote children's full participation and enjoyment
- extend the use of effective questioning to promote children's thinking and learning further.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector sampled a range of documentation, including children's learning records, planning and staff suitability checks.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day and written views provided.

Inspector

Michelle Tuck

Inspection findings

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

Staff know the children extremely well and plan focused activities to support their individual learning. As a result, children engage enthusiastically in pre-school life and are motivated to learn. Consequently, all children make good progress in their learning and development. Staff support children skilfully by extending their vocabulary, for example introducing new words such as 'trowel' when playing with sand and water. Children develop good number skills, for example they count how many children are present and work out how many sets of cutlery they need at lunchtime. Children thoroughly enjoy using their imaginations and practising their early writing skills as they write a 'menu' for the 'mud kitchen restaurant'. Staff skilfully teach the children about numbers, shapes, sounds and letters as they play. This prepares children well for the next stage in their learning and their move to school.

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

Children are exceptionally kind and helpful to one another. Older children help younger ones to remove tops from paint pots or use the water dispenser. Staff provide excellent guidance which enables children to be aware of their behaviour and the feelings of others. As a result, children are exceptionally good at sharing, taking turns and caring for one another. Children have extremely warm and close relationships with the staff. Staff teach the children about the importance of a healthy lifestyle. They benefit greatly from active outdoor learning opportunities and the provision of nutritious meals and snacks. Children are very happy, showing extremely high levels of confidence and self-esteem.

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

Management and staff have a good understanding of the Early Years Foundation Stage. Staff have addressed the recommendations raised at the last inspection. Management now reviews policies and procedures regularly and there are additional strategies in place to involve parents in their children's learning. The manager monitors staff performance well and staff use the skills gained through training to improve teaching. For example, staff have completed a language and speaking course, which they use to support children's communication skills. Parents are very happy with the progress that their children make and the quality of the provision provided. Management effectively monitor children's development, which helps to ensure children quickly receive any additional support when required. Staff review the quality of the provision and educational programmes to ensure all areas of learning are fully explored and targets set to drive improvement.

Setting details

Unique reference number	145874
Local authority	Wiltshire
Inspection number	825877
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	24
Name of provider	Codford Caterpillars Pre School Committee
Date of previous inspection	22 September 2009
Telephone number	01985 851030

Codford Caterpillars Pre-school registered in 2001. It is in the grounds of Wylve Valley Church of England Primary School in Codford, Wiltshire. The pre-school is open from 9am to 3pm Monday to Friday, term time only. It is in receipt of funding to provide free early education for children aged two, three and four. The pre-school employs five members of staff, of whom three are qualified to level 3.

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