

# Little Caterpillars

Poplar Primary School, Poplar Road South, London, SW19 3JZ



<b>Inspection date</b>	21 October 2015
Previous inspection date	30 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager implements an effective key-person system and settling-in procedure to ensure children form strong relationships with staff and settle quickly. Children play happily and independently.
- Staff have a good understanding of observing, assessing and tracking children's progress. This helps them to plan appropriate next steps in children's learning so they are prepared for their next stage of learning, including school.
- The management team has a clear vision of how to develop and improve the nursery through a strong evaluative process, which includes the views of staff, parents and children.
- Staff develop strong partnerships with parents. Parents who use the nursery and after hours provision find staff approachable. They say that staff keep them well informed through verbal feedback, newsletters and, for nursery children, daily diaries.

### It is not yet outstanding because:

- Occasionally, some staff use complicated instructions with younger children and do not consistently adapt their language to promote children's understanding fully.
- Staff do not make the best of all opportunities to celebrate the family and cultural backgrounds of all children who attend to enhance their sense of belonging.

## What the setting needs to do to improve further

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

- provide more opportunities for children to celebrate their cultural and home backgrounds to promote further their sense of belonging
- help all staff to adapt their language and questioning for children of different ages and abilities to promote their understanding.

### Inspection activities

- The inspector observed children attending the nursery both indoors and outdoors.
- The inspector observed children attending the after school club in both playrooms.
- The inspector and manager participated in two joint observations.
- The inspector spoke to parents.
- The inspector reviewed a sample of documentation.

### Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has high expectations of staff. They strive to ensure consistency in the quality of teaching through effective staff supervision. This helps to identify strengths and weaknesses in staff practice overall, and identify training opportunities to improve the quality of teaching. For example, staff recently attended training on how to track children's progress accurately. This has helped them to identify areas where children need additional support more easily. The manager regularly reviews all children's progress to ensure children receive the support they need. Safeguarding is effective. Staff have a good knowledge of how to identify child protection concerns. The management team keeps up to date with new safeguarding guidance to implement effective procedures to protect children from harm.

### Quality of teaching, learning and assessment is good

Children learn about the world, how to express themselves and develop their creative skills through play. For example, at the inspection staff provided children with empty boxes, cartons and glue to explore, build and decorate using their imagination. Children were engaged and expressive during the activity. Staff encourage early literacy and mathematical skills. For example, staff encourage children to count out fruit for snack and learn about different shapes in the environment. Staff encourage children's language well overall. For example, during a shopping game, staff instigate conversation by asking questions such as 'who goes shopping?' and 'what do they buy?' They give children time to think, answer and ask their own questions.

### Personal development, behaviour and welfare are good

Staff plan a well-resourced and accessible environment for all children to help them gain confidence and independence. Overall, staff cater for children of all ages and abilities. For example, they prepare the playrooms well when older children arrive after they finish their school day. They change resources to ensure older children attending the after school club have access to age-appropriate and stimulating activities. Staff help children to understand how to behave well in a calm and caring way. They help children to identify the boundaries and stay within them. Staff promote physical health and well-being. For example, they provide healthy snacks and talk to children about healthy food. They provide daily outdoor play to help children develop physical skills. This helps children to learn about and develop a healthy lifestyle.

### Outcomes for children are good

All children make good progress from their starting points. This includes children with additional needs. Staff identify gaps in learning quickly and work closely with outside agencies to provide additional support.

## Setting details

<b>Unique reference number</b>	EY395440
<b>Local authority</b>	Merton
<b>Inspection number</b>	830649
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Averil Barley
<b>Date of previous inspection</b>	30 June 2010
<b>Telephone number</b>	07973 626 425

Little Caterpillars registered in 2009. It is located at Poplar Primary School in Morden, Surrey. The nursery is open from 8am to 6pm, Monday to Friday, term time only. The after school club is solely for the children who attend the school and runs from 3pm to 6pm, Monday to Friday, during term time only. Six members of staff hold qualifications at level 3 and two members of staff hold qualifications at level 2.

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