

# The Caterpillar Club

Leechpool Primary School, Leechpool Lane, Horsham, West Sussex, RH13 6AG



<b>Inspection date</b>	27 November 2015
Previous inspection date	28 February 2012

<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

- Activities provided are interesting and motivating for children. There are a variety of resources and activities that promote most areas of their learning and development effectively.
- Observation and assessment of children's learning provide clear information of what children enjoy, what they learn, and what they will be doing next. This informs future planning and ensures that staff challenge and support children's individual needs.
- There are good relationships between staff and parents. Staff regularly inform them about their child's development. Parents are happy with the amount of information they receive and feel a part of their children's learning.
- Children's independence skills are promoted effectively. Staff encourage them to take responsibility for their belongings, lead their own play and develop self-help skills, such as putting on their own coat. Children have good outcomes, which help prepare them for their move to school.
- Staff have effective partnerships with the school. They work closely with teachers to share information and prepare children emotionally for their move into Reception class.
- Children feel safe and secure. Staff have strong relationships with all of the children and know them well.

### It is not yet outstanding because:

- Children are not always able to develop or practise their early literacy skills when they choose to use the outdoor environment.
- Sometimes children do not have enough opportunities to count and develop their knowledge of numbers.

## What the setting needs to do to improve further

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

- improve opportunities for children to make marks when choosing to use the outdoor area
- extend opportunities for children to develop their counting skills in order to develop their mathematical skills.

### Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector looked at written documentation, such as policies and planning.
- The inspector looked closely at children's development and spoke to staff about their progress.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain their views on the setting, staff and their children's progress.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are experienced and have a secure knowledge and understanding of the Early Years requirements. The manager is a positive example to staff and children. She has effective relationships with staff and provides clear support and guidance to help them improve their already good quality of teaching. Safeguarding is effective. The manager and staff have a good understanding of their roles and responsibilities, and have confidence when discussing the procedures to follow. The manager and staff constantly review the provision and identify ways to make it better. They have rearranged some aspects of resources to enable children to select items more independently. The manager and staff monitor children's development regularly. Clear and informative documentation shows the consistently good progress that children make in preparation for their move to school.

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

The quality of teaching is strong. Staff encourage children to make independent decisions about their play and skilfully incorporate relevant learning. Staff successfully promote children's confident communication skills. They ask children relevant questions about what they are doing or if they can describe what they have made. They encourage children to use their imaginations and develop their thinking skills. Staff challenge children and have high expectations of what they can do. For example, children express an interest in wanting to write their own name. Staff tell them they 'can do it', and provide ways of them doing so. This challenges children's current stage of development and develops their confidence and sense of achievement. Staff support children's physical skills well. They enjoy using ride-on toys and creating tracks to follow.

### Personal development, behaviour and welfare are good

Children have secure relationships with staff, regardless of who is responsible for them. Staff listen to children and value their thoughts and ideas, which help develop their sense of belonging. Children behave very well. They understand what staff expect and help to look after their environment. Children share and take turns without the need for explanation from staff. They show care and consideration towards their friends and have strong relationships with staff. Staff encourage children to develop positive attitudes about themselves as well as to people who are different. For example, children have recently learnt about Diwali, the Hindu festival of light. Staff read books and planned activities to develop children's knowledge of Hindu traditions.

### Outcomes for children are good

All children make good progress in gaining language, number and social skills from their initial starting points. Children have a positive attitude to all activities that they have a go at, which prepares them for their future learning and move to school.

## Setting details

<b>Unique reference number</b>	113574
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839878
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Elizabeth Alice Groves
<b>Date of previous inspection</b>	28 February 2012
<b>Telephone number</b>	01403 211388

The Caterpillar Club registered in 2001 and operates from within the grounds of Leechpool County Primary School in Horsham, West Sussex. The setting is open from 9am until 3pm on Monday and Tuesday, and from 9am until 12pm on Wednesday, Thursday and Friday. There are eight members of staff, five of whom hold appropriate early years qualifications. The setting receives funding to provide free early years education for children who are three and four years old.

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