

Caterpillars Pre-School

Wincham Community Primary School, Church Street, Northwich, CW9 6EP



Inspection date	17 December 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff use their expertise well to plan good quality learning experiences for the children. Teaching is good and some aspects are outstanding. Activities offer children good challenges in their learning and children make good, and at times, rapid progress.
- Disabled children and those who have special educational needs benefit hugely from specific programmes of support, providing children with high levels of consistency in their care and learning.
- Children's independence is promoted very well. Children are given the time to direct their own learning successfully. They are eager and curious to explore the experiences offered and confidently make independent choices in their play.
- All children behave well. Staff are very strong role models who offer lots of positive praise and encouragement. This helps to boost children's self-esteem. Children form close friendships, learn to share and show respect for others.
- The pre-school is highly successful in working in partnership with parents. This has a significant, positive impact on children's care and learning. Parents comment positively on the care and support the staff provide. They appreciate the 'genuine care' for children that the staff demonstrate.
- The managers are focused on driving improvement. Through their determination and dedication they have ensured the provision and outcomes for children continue to improve year on year.

It is not yet outstanding because:

- Staff do not yet focus sharply on comparing the progress made by different groups of children, in order to check that no group is falling behind in the good levels of progress achieved.

What the setting needs to do to improve further

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

- strengthen the systems for checking and comparing the progress made by different groups of children to make sure that all groups maintain or exceed their good levels of achievement.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.
- The inspector viewed activities in the playroom and in the outdoor play area. She observed teaching and interactions between the staff and children.
- The inspector held a meeting with the managers of the pre-school and carried out a joint observation with one of the managers.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the pre-school's self-evaluation and improvement plans.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Thorough recruitment procedures are used to check if staff are suitable to work with children. Staff have a secure awareness of how to keep children safe and ensure their welfare. All staff implement the statutory requirements to a high standard and are each clear about their roles and responsibilities. The staff team is well qualified and experienced. A regular supervision and performance-management programme is in place. This leads to an effective programme of professional development for staff. Any underperformance is quickly identified and addressed. The monitoring and tracking of individual children's learning is secure. Data shows that the large majority of children make good progress and reach expected levels of development. Robust self-evaluation takes full account of the views of children, parents and staff. Disabled children and those who have special educational needs benefit from the very good partnerships staff develop with other professionals involved in supporting them.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn, and create a purposeful and stimulating environment for them. A wealth of sensory activities for younger children helps them to develop their motor skills and add meaning to the marks they make. They enjoy using tools and their fingers to practise writing the initial letter of their name in different materials. Staff promote children's early literacy skills well. Children acquire very good listening and speaking skills so they become confident communicators. Children are developing good mathematical skills. Staff teach older children how to count and recognise numbers and shapes. Younger children explore capacity as they pour water into differently sized containers. Staff interact with children as they play, extending their skills and knowledge in all areas of their learning. Effective observations and planning result in accurate assessments of the next steps in learning required for individual children.

Personal development, behaviour and welfare are good

Children settle well at the pre-school and respond confidently to the daily routines. The key-person system is effective. Staff help children form secure emotional attachments. Children are grouped during planned activities according to their age and abilities. This helps staff provide appropriate challenge and support for all children, including those that are more able. Children follow effective health and hygiene routines. They learn how to keep themselves healthy, and develop their physical well-being. The outdoor learning environment offers children many exciting opportunities for exploration and adventure. Children help to plant and grow fruit and vegetables that are then harvested and eaten. This helps them to understand where some foods come from. Children learn about different cultures and develop a good awareness of diversity.

Outcomes for children are good

Staff prepare children well for school. All children make good progress in their development from their starting points. Children have a positive attitude towards learning and are active and inquisitive learners.

Setting details

Unique reference number	EY471519
Local authority	Cheshire West and Chester
Inspection number	971644
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	48
Name of provider	Emma Bilotta and Carys Williams
Date of previous inspection	Not applicable
Telephone number	07910 124083

Caterpillars Pre-School was registered in 2014. It operates from the nursery area within Wincham County Primary School. The pre-school is open Monday to Friday from 12.30pm to 3.30pm, term time only. It provides funded early education for two-, three- and four-year-old children. The pre-school employs nine members of staff, of whom one holds an appropriate qualification at level 2 and six at level 3. One of the managers is qualified to degree level and one has an early years qualification at level 4. The setting supports disabled children and those with special education needs.

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