

# Caterpillars Preschool

The Scout Hall, Hermitage Road, Poole, Dorset, BH14 0QQ



<b>Inspection date</b>	23 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 forge strong relationships with parents and fully involve them in the pre-school. For example, staff encourage parents to share their skills to enhance children's learning. They bring in their pets, such as horses, lizards and rabbits, and talk with the children about caring for them.
- There is a broad range of activities and learning opportunities, tailored to children's individual interests, to help them make good progress in all areas of their learning. For example, children explore a wide variety of fresh vegetables and talk about the different colours and shapes.
- The managers provide good support for staff and encourage further training to support their continued professional development and extend their teaching skills further.

### It is not yet outstanding because:

- There are occasions when some children lose focus as they wait for their turn, particularly when there are large groups of children. For example, during the inspection, children were kept waiting when they lined up to wash their hands at snack time.
- Staff do not always consider the times that children can access the outdoor area to support their learning, taking into account that some children prefer to learn in the outdoor environment.

## What the setting needs to do to improve further

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

- increase opportunities for children to make choices about where they play, particularly for those who prefer learning outdoors
- improve the organisation of large group activities, taking into account the different ages of the children.

### Inspection activities

- The inspector completed a joint observation and held discussions with the management team.
- The inspector completed observations in the playroom and the outdoor environment.
- The inspector spoke to staff and children at different times during the inspection.
- The inspector sampled documentation, including staff records, self-evaluation, children's records, and policies and procedures.
- The inspector spoke to parents to gain their views.

### Inspector

Lorraine Sparey

## Inspection findings

### Effectiveness of the leadership and management is good

The managers implement effective methods to monitor and evaluate the provision. This includes clear methods to monitor the educational programmes to ensure that all children are progressing well, given their starting points. They include parents, staff and children in the evaluation process and actively address any suggestions. For example, staff suggested using dual language labelling around the playroom to incorporate children's home languages. Parents requested workshops about the different activities and how they can support children's learning to enable them to continue these at home. The managers have incorporated these suggestions successfully to improve outcomes for children. Safeguarding is effective. The managers and staff are clear on the procedures to follow in the event of a concern about a child's welfare. All staff regularly attend training to keep their knowledge updated.

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

Staff actively use children's interests to provide a good range of activities throughout the session. For example, children show interest in gardening. Staff provide an exceptionally well-resourced garden centre role play area. They use real compost, plants and seeds to create a realistic learning opportunity for children. All staff complete regular observations, both planned and spontaneous. They make accurate assessments and use the information from these to plan the next stages in children's learning. Parents of new children starting were particularly impressed with how staff incorporated their children's interests into the planning to ensure that they were well supported in making the move from home to the pre-school.

### Personal development, behaviour and welfare are good

Children behave well and cooperate with each other. For example, they roll large logs over together, looking for insects. Children build good relationships with the adults and each other. Staff support children that are initially less well settled. Each child's key person knows their individual needs well and is able to meet these. Children benefit from healthy and nutritious snacks. Staff use snack time as a learning opportunity. For example, they incorporate mathematics, encouraging children to take the corresponding snack and match it to the number, such as one orange and two breadsticks.

### Outcomes for children are good

Outcomes for children are good. They are motivated in their learning and actively gain the skills they need for the move to school. Children are confident to share their ideas and use their imagination well. For example, children play with small world resources for extended periods, making up their own imaginary games. Children are independent in their personal care and confident to make choices in their play.

## Setting details

<b>Unique reference number</b>	EY483669
<b>Local authority</b>	Poole
<b>Inspection number</b>	999287
<b>Type of provision</b>	Sessional 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>	32
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Ms Susan Flynn and Ms Melinda Murray Partnership
<b>Registered person unique reference number</b>	RP534151
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07743359178

Caterpillars Preschool registered in 2014. The provision operates from Parkstone in Poole, Dorset. The provision opens Monday, Tuesday, Wednesday and Friday during term time from 9am to 3pm. A team of six staff works with the children; all except two are qualified to level 3, and one member of staff holds a qualification at level 5.

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