

Caterpillars Preschool

Calmore Infant School, Calmore Drive, Totton, Southampton, Hampshire, SO40 2ZZ



Inspection date

21 April 2016

Previous inspection date

8 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 staff know the children well and build strong relationships with them and their parents. For example, they gather information from parents on what the children can do at home visits before they start.
- Staff have a good understanding of how children learn. For example, they complete weekly assessments of children's achievements and use these to plan activities. Children make good progress from their starting points.
- Children, especially those with learning difficulties, are given time to explore their interests in all of the learning environments.
- Staff encourage the children to become independent; for example, they support them to try things for themselves and help them develop a good sense of achievement.
- Staff work closely with the staff at the adjoining school to help prepare children well for their move on to school.

It is not yet outstanding because:

- Staff performance monitoring systems are not yet fully embedded to help management enable staff to continually build on their good level of teaching.
- Staff do not always make the most of opportunities to challenge children's learning. For example, they do not always make good use of their questions to encourage children to think for themselves, solve problems and develop their ideas.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice further to continually raise the good quality of teaching
- build on ways to challenge children further to develop their problem-solving skills and encourage them to think for themselves.

Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke with parents, staff and children at appropriate times during the inspection.
- The inspector reviewed children's assessment records, planning documentation, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the self-evaluation process.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have an up-to-date understanding of child protection issues and are aware of the procedure to follow if they have concerns for a child's welfare. Staff work well as a team to meet children's welfare and learning needs effectively. The management team and staff reflect on their practice and are making improvements. For example, they have successfully addressed the previous recommendations and now work effectively in partnerships with parents to gather in-depth information about children's specific needs. Management regularly meets with staff to offer guidance and support; for example, they are beginning to encourage them to share their knowledge and good teaching practice. Staff are each given a responsibility to use their knowledge to improve outcomes for children. For example, to identify how to adapt different areas in the learning environment to better meet children's needs.

Quality of teaching, learning and assessment is good

Staff organise the pre-school environment well, and provide a wide range of resources to engage and challenge children. Staff make good assessments of children's skills and development. They engage children in planned activities and use these to positively promote their language and mathematical skills. For example, during outside play, children explore confidently; they find shells in the sand, and they group and count them. Staff introduced new words into children's vocabulary. For example, when the children group the shells, staff use words, such as 'less' and 'more', to increase their vocabulary and their awareness of mathematical ideas.

Personal development, behaviour and welfare are good

Children settle quickly at pre-school. They are confident and independent. For example, they register their arrival at the start of the session, and choose an activity to explore and who they want to do this with. Staff provide a relaxing, enjoyable and welcoming environment where each child is respected and valued. They are skilled and sensitive in helping all children form secure emotional attachments; for example, they recognise when children need a little extra reassurance. Staff encourage children's awareness of healthy lifestyles. For example, they engage and interest children in activities in the fresh air, provide healthy snacks and promote good hygiene practices. Children listen and respond well.

Outcomes for children are good

All children, including those with identified needs and those learning English as an additional language, are making good progress. They are developing the skills they need for their future learning and in readiness for school. They are independent and develop good concentration skills. They learn to respect each other's views, take turns and share well. For example, they enthusiastically join in throwing and bouncing balls to each other.

Setting details

Unique reference number	110465
Local authority	Hampshire
Inspection number	1028761
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	48
Number of children on roll	88
Name of provider	Caterpillars Preschool Committee
Date of previous inspection	8 July 2013
Telephone number	02380 864228

Caterpillars Preschool registered in 1999. It operates from within Calmore Infants School in Totton, Southampton. The pre-school is open each weekday, from 8.30am to 3.15pm, during school term times, with an additional lunch club available. The pre-school provides funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff employed to work with the children; of these, two hold qualifications at level 4, nine hold qualifications at level 3 and two hold qualifications at level 2.

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