

Caterpillars Pre-School

Church House, St. Botolphs Road, Barton Seagrave, Kettering, Northamptonshire,
NN15 6SR



Inspection date

Previous inspection date

30 September 2016

24 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 quality of teaching is good. Children have extremely positive attitudes towards their play and learning. They are inquisitive and remain focused for long periods. They listen to and watch adults, and use what they learn from their play to develop new ideas and ways of thinking.
- Staff routinely observe and assess children's play and learning. This helps them to successfully plan activities and tailor children's individual learning to ensure that all children make good progress.
- Good systems are in place to communicate with other early years settings, including schools that children attend, to enable them to have a consistent approach to their learning.
- Partnerships with parents are very strong. Staff warmly welcome all parents on arrival and share any necessary information. Parents state that they are particularly impressed by the homely approach and calm atmosphere.
- The manager has a clear understanding of the strengths and weaknesses of the provision and this enables her to make improvements and secure good outcomes for all children.

It is not yet outstanding because:

- Staff do not have planned, regular opportunities to meet with their manager to discuss their professional development.
- Some staff have only a basic understanding of wider safeguarding subjects, such as how they might recognise a child is being exposed to extreme ideas about right and wrong.

What the setting needs to do to improve further

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

- improve the performance management system so that staff have planned, regular opportunities to meet with their manager to review their professional development, so that the quality of teaching constantly improves
- broaden managers' and staff's understanding of wider safeguarding subjects, such as what might indicate a child is being exposed to extreme views.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and development plans.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work very well together and are supported by the committee. The arrangements for safeguarding are effective. Staff recognise their responsibility to protect children from harm and know what action to take if they have a concern about a child or adult. The manager maintains a good overview of the activities and experiences provided for children. She works alongside staff, gaining first-hand experience of what is working well and identifying areas for improvement. The manager and staff meet regularly to discuss and monitor children's progress and to raise any concerns or issues arising. They use the information they gain from their discussions to plan effectively to progress children's learning.

Quality of teaching, learning and assessment is good

Staff know the children really well. They work closely with parents to identify children's starting points and interests. Staff effectively use this information to plan and provide activities that stimulate children's interest and motivate them to learn. Staff promote children's creativity. For example, they are provided with mirrors to help them to create self-portraits using a range of different materials. Children have plenty of opportunities to freely explore, investigate and use their senses during activities. Staff provide good support for children's communication and language development. They talk with children as they play, taking turns in conversation and modelling new words correctly. Children show genuine interest and listen carefully to what staff and other children have to say.

Personal development, behaviour and welfare are good

Children behave extremely well and their social skills are well developed. They have a good understanding of the day's routines and what is expected of them. They take turns and listen carefully to the guidance of staff, who are sensitive to each child's needs and offer help when needed. Children receive enthusiastic and meaningful praise when they have achieved something new. Staff celebrate and share children's achievements with their parents and encourage parents to share their children's achievements at home. Children's physical well-being is well supported. They enjoy a variety of experiences, including spending time playing and exploring outdoors.

Outcomes for children are good

Children are independent and keen learners who enjoy taking part in a wide range of activities on offer to them. They make choices about where they play and what they play with. Children communicate well with adults, other children and visitors. They make new friends and learn to make good decisions and resolve their differences so they get on with one another. These skills result in them being well prepared for starting school. Children's emerging writing skills are supported well. Staff provide children with opportunities to recognise their names as part of self-registration. Children enjoy making marks that represent writing and some can write their name. Children develop good mathematical skills. They routinely count and use numbers during their play.

Setting details

Unique reference number	220007
Local authority	Northamptonshire
Inspection number	1059440
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	15
Name of registered person	Caterpillars Pre-School Committee
Registered person unique reference number	RP902111
Date of previous inspection	24 October 2012
Telephone number	07519 897 353

Caterpillars Pre-School was registered in 1992. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open from 9.30am to 1pm, Monday, Wednesday and Friday during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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