

Caterpillars Pre-School (Sussex) Limited

Community Centre, Ditchling Hill, Crawley, West Sussex, RH11 8QL



Inspection date	2 March 2017
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

- The pre-school has a busy and very positive atmosphere, where learning is fun and everyone is valued.
- Children arrive keen to start their day and ready to learn due to the strong bond between them and the staff and the good range of activities that are on offer.
- Staff have a good understanding of how children learn which means that they plan engaging experiences for children. As a result, children make consistent progress in their learning in readiness for starting school.
- Children are very well behaved, they share, collaborate and develop strong social skills. They benefit from regular outdoor play to support their well-being and physical skills.
- There are good arrangements in place for driving and securing improvement through self-evaluation, which includes the views of children, staff and parents.
- The manager has a clear overview of the assessment and planning arrangements and seeks relevant information to ensure all children make good progress.

It is not yet outstanding because:

- There are occasions during the daily routine when staff do not take opportunities to inspire children's interest in mathematical concepts.
- The arrangements for staff supervision are not yet strong enough to secure the highest quality teaching across the team.

What the setting needs to do to improve further

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

- Consider ways of enhancing the staff supervision arrangements to focus sharply on achieving outstanding quality of teaching.
- Consider ways of extending the staff supervision arrangements to focus sharply on achieving outstanding quality of teaching

Inspection activities

- The inspection was conducted following Ofsted's risk assessment process.
- The inspector observed the quality of teaching and the impact on children's learning and development.
- The inspector conducted a joint observation with the manager who is the owner of the pre-school.
- The inspector sampled a range of documentation, including records of children's learning, safeguarding policies and staff files.
- The inspector spoke with parents, staff and children at suitable times throughout the inspection.
- The inspector held a meeting with the registered provider.

Inspector

Linda du Preez

Inspection findings

Effectiveness of the leadership and management is good

The inspection was conducted following a notification from the provider regarding a breach in the health and safety procedures at the pre-school. The inspector found that the provider had taken prompt action to address the concern and avoid a reoccurrence. The arrangements for safeguarding are effective as staff are fully aware of their roles and responsibilities to keep children safe. The strong partnerships with parents and outside agencies support consistency in children's care and learning. For example, staff, parents and health visitors meet to share information relating to assessments for two-year-olds. Parents are very positive about the pre-school and how well it is managed. They comment on how well their children are progressing, especially in their communication and language skills.

Quality of teaching, learning and assessment is good

Staff show a genuine interest in what children have to say and motivate children's thinking by asking relevant questions to make them think further. They respect children's ideas, which makes children keen to share their thoughts and chat confidently. The pre-school team make excellent use of specific funding to ensure disadvantaged children make good progress. For example, they take action to enable all children to have daily access to high quality outdoor play. Children delight in exploring outside, some participate in group games and others enjoy concentrating as staff give them time and space to explore in their own way. Furthermore, the manager has invested in training and resources to ignite children's love of books and support their early literacy skills.

Personal development, behaviour and welfare are good

All children and parents receive a warm welcome upon arrival at the pre-school. The successful key person system means that children form strong attachments to staff. Staff know the individual children very well and are highly perceptive to their needs. For example they notice immediately when children become quiet and offer caring support, which successfully encourages children to join in. Relationships between parents and staff are relaxed and very well established. Staff gather useful information from parents about children's development, personal traits and routines. Staff teach children about safety and self-care, which enables them to develop useful skills for their future. For example, they remind children of safety throughout the day and encourage them to make a positive contribution to the pre-school's risk assessments.

Outcomes for children are good

The support for children's communication and language skills is a particular strength of the pre-school. Children who are learning English as an additional language soon catch up and speak clearly and confidently. The resources offer children many opportunities to explore, investigate, and practise skills. For example some children build and construct, others read books and many delight in acting out stories. Children are imaginative as their creativity is encouraged by staff. This enables all children to feel confident in their own abilities and motivated to explore their thoughts and ideas. Children develop independence thanks to the good balance of support and encouragement from staff.

Setting details

Unique reference number	EY496854
Local authority	West Sussex
Inspection number	1084763
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 0
Total number of places	104
Number of children on roll	71
Name of registered person	Caterpillars Pre-School (Sussex) Limited
Registered person unique reference number	RP535092
Date of previous inspection	Not applicable
Telephone number	01293544516

Caterpillars opened in 2013 and re-registered as Caterpillars Pre-School (Sussex) Limited in 2016. The pre-school operates from two play rooms in the Southgate Community Centre in Crawley. The pre-school sessions are each weekday from 8.45am to 2.45pm term time only. The setting offers extended care for school age children from 8am to 8.45am and from 3pm to 6pm. The setting also runs during school holidays for all age groups from 8am to 6pm. There are eight members of staff, seven of whom hold appropriate early years qualifications. The setting provides funded early education for children aged two, three and four years.

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