

Codford Caterpillars Pre School



Codford School, Cherry Orchard, Codford, WARMINSTER, Wiltshire, BA12 0PN

Inspection date	15 June 2017
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the committee.
- Records, including criminal records checks, were not readily available at inspection.
- Staff do not always provide additional communication methods for children to develop their understanding of a change in routine, particularly those children who have special educational needs.
- Resources which support an understanding of people and families and communities beyond their immediate experiences are not always accessible to the children.

It has the following strengths

- Staff are good role models for the children. They are sensitive and respectful. Children work well together and form successful relationships with each other.
- The manager has a secure knowledge of the early years foundation stage and regularly reflects on the quality of the activities for children, to promote development in all areas of learning.
- Teaching is good and children make good progress. Managers and staff plan a wide range of stimulating activities and resources that excites, engages and challenges the children. Partnerships with parents are effective. Parents' views are responded to well through questionnaires and contributions in their children's learning records.
- Children are curious and interested learners. They develop positive attitudes to learning and key skills which prepare them well for their next stage in learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure all records are easily accessible and available for inspection	17/08/2017
■ keep a record of the vetting processes completed for committee members, including the criminal records check	17/08/2017
■ improve knowledge of procedures to notify Ofsted of all changes to committee members promptly so that the necessary checks can be carried out.	17/08/2017

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

- improve access to resources which support an understanding of people and families and communities beyond children's immediate experiences
- strengthen the opportunities for children to develop their understanding of a change in routine, particularly for those children who have special educational needs.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector completed a joint observation with the pre-school leader.
- The inspector observed activities and the quality of teaching within the pre-school.
- The inspector held discussions with the manager and staff.
- The inspector sampled a range of documentation, including safeguarding and staff qualification certificates, policies and procedures, and documentation linked to tracking children's progress.

Inspector

Jacqui Lewis

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff keep up to date with any changes in national safeguarding advice and procedures, and know how to keep children safe. However, not all of the committee members are known to Ofsted and suitability records were not accessible at the time of inspection. The impact on children of this breach in requirements is minimised as far as possible because committee members do not have unsupervised contact with children. The manager carries out effective staff supervision which appropriately identifies and informs opportunities for professional development. The manager continuously reflects on how to improve experiences for children. For example, she increased the range of materials for a building activity, to strengthen opportunities for problem-solving skills and for children to concentrate and work together.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a secure understanding of the age and stage of the children with whom they are working. They know when to assist children in their play and when to allow them to learn independently. Staff interact skilfully with children and provide them with the time and space they require to learn. For example, quieter children are not rushed to respond and children who like to learn actively in groups are provided with the space and resources to do so. Assessment is accurate and children's next steps are appropriately identified. Children are not distracted and are focused upon their rich learning environment. For example, children confidently investigate during mud play, den building, construction and role-play activities. Parents express their confidence about their children's readiness for school.

Personal development, behaviour and welfare require improvement

Overall, staff support children well. However, children's welfare cannot be fully assured because of weaknesses in leadership and management. Staff empower children to try, taking account of their interests and family experiences, consistently acknowledging and praising children's achievements and efforts. Children are kind to each other, happy and able to express their feelings. Their behaviour is good and expectations are clear. Children are provided with a varied choice of resources and ideas, and respond to these confidently. Children learn how to manage their personal hygiene needs successfully and how to keep healthy and safe.

Outcomes for children are good

Children make good progress from their individual starting points. They learn how to cooperate and build positive relationships with their peers. Children know they are listened to and respected as individual learners. Staff plan a wide range of active play opportunities to develop children's physical skills.

Setting details

Unique reference number	145874
Local authority	Wiltshire
Inspection number	1089719
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	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Codford Caterpillars Pre School Committee
Registered person unique reference number	RP522038
Date of previous inspection	25 June 2015
Telephone number	01985 851030

Codford Caterpillars Pre School registered in 2001. It is located in the school grounds of Codford School in Warminster. The pre-school is open from 8am to 6pm on Monday to Friday, during term time only. It is in receipt of funding to provide free early education for children aged two, three and four years. The pre-school employs three members of staff.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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