

Caterpillar Club & Bumble Bees CIC

Birtley Community Centre, Ravensworth Road, Birtley, CHESTER LE STREET, County Durham, DH3 1EN



Inspection date

5 September 2017

Previous inspection date

25 September 2014

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

- Staff are well qualified and have attended a wide variety of training courses to further their professional development. These opportunities enable them to increase their skills and knowledge, and to enhance children's future outcomes.
- Children's physical development is effectively promoted. They participate in music and movement activities, engage in active play, and easily use different tools and equipment.
- Staff support children to be independent and to carry out small tasks for themselves, such as preparing their own food for snack time.
- Settling-in procedures are successful. Children become familiar with their environment and settle quickly. Staff offer appropriate levels of comfort and reassurance to children who are fairly new to the setting.
- Staff plan a good range of fun and interesting activities to meet children's individual interests and learning needs. All children gain the necessary skills in preparation for school.

It is not yet outstanding because:

- The manager has not yet developed effective systems to enable staff to have more opportunities to be reflective and to share best practice.
- Staff do not fully encourage parents to share ongoing details about their children's achievements at home. This means that staff's assessments of children's progress are sometimes not as precise as possible.

What the setting needs to do to improve further

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

- strengthen performance management systems so staff have more opportunities to be reflective and to share best practice
- extend ways to help parents to share ongoing information about their children's abilities and about what they already know and can do.

Inspection activities

- The inspector viewed all areas accessed by children, and observed play and learning opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at, and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The manager is confident to discuss the current strengths and areas for future development for the provision. The views and opinions of others are acted upon accordingly to support the self-evaluation process. Staff have developed positive links with the local primary schools. These partnerships support children with their future moves on to the next stage in their learning. The arrangements for safeguarding are effective. Staff have a good knowledge of how to protect children's welfare. They are fully aware of potential signs and symptoms of abuse and neglect. The manager clearly understands the importance of monitoring children's attendance and follows relevant procedures when children are absent from the setting. Furthermore, the manager regularly checks the ongoing suitability of staff to work with children.

Quality of teaching, learning and assessment is good

Staff complete observations and assessments to recognise children's attainment and skills. They fully understand their responsibility to complete the progress check for children between the ages of two and three years. The manager effectively monitors the ongoing progress of individual children and groups of children. These systems enable her to quickly identify and address any gaps in children's learning and development. Children develop their technology skills, which helps to support their understanding of the world. For example, they operate tablet computers and learn how to use the keyboard and mouse. Staff communicate on a daily basis with parents to keep them informed about their children's learning experiences and care routines.

Personal development, behaviour and welfare are good

Children are content and relaxed, and build secure attachments. They thoroughly enjoy attending the setting, which makes a good contribution to their emotional well-being. Staff successfully manage children's behaviour. They reward positive behaviour and support children to understand the boundaries and daily routines, including using visual aids and timers. Staff provide children with frequent praise and encouragement to help them to feel valued and respected. Children learn about healthy eating and follow good hygiene practices. This helps to extend their awareness of healthy lifestyles.

Outcomes for children are good

All children, including those who speak English as an additional language and those in receipt of funding, make good progress. Children are comfortable to take the lead in their own play and learning. They share and take turns with their peers during group activities. Children develop good literacy skills. For instance, they act out familiar stories, recall parts of the book and take part in mark-making activities. Children show delight as they fill and empty different-sized containers during water play and recognise numbers, colours and size. This helps to support their mathematical development.

Setting details

Unique reference number	311821
Local authority	Gateshead
Inspection number	1103604
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	32
Number of children on roll	23
Name of registered person	Caterpillar Club and Bumble Bees C.I.C
Registered person unique reference number	RP902128
Date of previous inspection	25 September 2014
Telephone number	0191 410 2343

Caterpillar Club & Bumble Bees CIC registered in 1995. The setting employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 8am until 3pm, during term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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