

Caterpillars Day Nursery And Pre School

417 Ringwood Road, Poole, BH12 4LX



Inspection date

13 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The managers do not ensure all staff have an up-to-date knowledge and understanding of safeguarding issues. This significantly compromises children's safety.
- Management do not follow robust recruitment and vetting procedures. Managers do not ensure that all checks, including Disclosure and Barring Service checks, are completed promptly to determine that staff are suitable to work with children.
- The managers do not ensure that staff receive a thorough induction so they have a clear understanding of all aspects of their roles and responsibilities.
- Staff do not maintain an accurate register of children's hours of attendance.
- Staff miss opportunities to challenge and extend older children's learning effectively, to enable them to make as much progress as they are capable of in all areas of learning.
- Although information about children's care is shared, staff do not make the most of chances to get the parents actively involved in their children's learning.
- The managers do not use self-evaluation effectively to identify and address weaknesses in the provision.

It has the following strengths

- Children are happy, settled and have trusting relationships with the staff. They show increasing independence as they learn to manage their self-care.
- Children have regular opportunities to be active outdoors and develop their physical skills, which helps to ensure they get plenty of fresh air and exercise.
- Children have chances to play and explore with a wide range of sensory materials.

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
■ make sure that all staff have a clear and up-to-date understanding of safeguarding issues and procedures	13/03/2018
■ improve recruitment and vetting arrangements to ensure that all suitability checks are completed, including a Disclosure and Barring Service check	13/03/2018
■ ensure all staff are provided with an induction at the start of their employment to help them understand their roles and responsibilities	13/03/2018
■ make sure an accurate record is maintained of the names of children and their hours of attendance	06/03/2018
■ improve the quality of staff's interactions with children and make the most of opportunities to challenge older children and extend their learning experiences.	27/03/2018

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

- extend arrangements for involving parents in their children's learning and share ways they can further support their children's learning at home
- develop a culture of reflection and thorough evaluation to improve standards across the provision.

Inspection activities

- The inspector observed activities indoors and outdoors, interactions between the staff and children and looked at the play equipment and resources.
- The inspector completed a joint observation with one of the managers after viewing activities to discuss the impact of teaching.
- The inspector spoke with the managers, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records and staff suitability records.
- The inspector discussed the systems used to evaluate the nursery and pre-school.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The managers do not effectively evaluate their provision and are not meeting the legal requirements in relation to safeguarding, staff recruitment and vetting, staff training and documentation. They do not make sure that all staff have a secure knowledge of indicators that would cause a concern about a child's welfare. This significantly compromises children's safety. The managers do not follow through the procedures to check staff suitability promptly. For example, Disclosure and Barring Service checks are initiated after some staff have been working for several weeks. However, the unchecked staff do not have any unsupervised access to children. The managers do not provide new staff with a prompt and sufficiently detailed induction so they are clear of all aspects of their role and responsibilities. Staff do not ensure an accurate daily record is kept of children's attendance. Managers and staff regularly check the play areas to minimise any risks to children. Staff are effectively deployed to ensure children are supervised appropriately, and ratios and qualification requirements are met. Staff know to only use their mobile phones on their breaks and that there is no smoking on the premises. Managers support staff to continue to develop their skills. For example, training on linking letters and sounds helps them to support children's communication.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies. Although staff interact with children appropriately, they do not challenge older children sufficiently to extend their learning. For example, as children pretend to make pancakes with flour and water staff talk about what they are doing but do not differentiate for older children. They do not encourage the older children to count or work out quantities they need, to develop their understanding of mathematics further. Younger children have fun as they join in with songs and rhymes. For example, they copy the actions, clap their hands, and repeat familiar sounds, which helps support their developing language skills. The managers recently introduced a new system of planning for children's learning and this is still evolving. Staff do ongoing assessments to help them monitor children's progress.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's safety and mean that their welfare is not assured. Nevertheless, overall, children's emotional needs are met. Staff are warm and friendly, and they reassure younger children and offer cuddles to comfort them. Children show consideration for each other in their play. For instance, they pour water for others when mixing pancakes. Staff follow suitable routines to keep the premises clean and safe for children, such as not wearing outdoor shoes in the baby room. Children enjoy healthy snacks and meals, which staff adapt for specific dietary needs.

Outcomes for children require improvement

Children are happy and confident to move around the play areas. However, the older children do not make as much progress as they are capable of in all areas of learning, such as mathematics. Children acquire some skills that prepare them for the next stage in

learning. For example, younger children learn to feed themselves and older children show perseverance when fastening the zips on their coats before they go outside to play.

Setting details

Unique reference number	EY541361
Local authority	Poole
Inspection number	1124986
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	62
Number of children on roll	48
Name of registered person	Ms Susan Flynn and Ms Melinda Murray Partnership
Registered person unique reference number	RP534151
Date of previous inspection	Not applicable
Telephone number	07837596790

Caterpillars Day Nursery And Pre School registered in 2016. The provision operates from a converted house in Poole, in Dorset. The provision opens five days a week from 8am to 6pm throughout the year, closing for bank holidays and Christmas. The setting receives funding for the provision of free early education for children. There are 14 staff working directly with the children, 10 of whom hold relevant early years qualifications between level 2 and level 5.

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