

# Caterpillar Pre School

Mountsorrel Methodist Church Centre, Church Hill Road, Mountsorrel, Leicestershire,  
LE12 7JB



<b>Inspection date</b>	3 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders are knowledgeable and experienced. They accurately evaluate the quality of their provision and identify areas for development, such as improving the morning snack routine.
- Staff are highly responsive to children's individual needs. They work closely with parents and the agencies involved in children's care, to aid their learning and development.
- Enthusiastic staff work hard each day to transform the community facilities into a vibrant and stimulating learning environment. Children arrive eager to explore the wide range of exciting activities and enjoy the freedom to choose to learn indoors or outside.
- Staff provide good support to develop children's early mathematical skills. They encourage children to count and recognise numbers as they play and provide interesting resources to help them create and solve their own number problems.
- Staff skilfully support children's language and communication skills. They use skills from training to target support and help children's language skills flourish. Older children speak confidently to visitors and staff and use well-constructed sentences.

### It is not yet outstanding because:

- Professional development opportunities do not yet fully support staff to develop their skills and knowledge to raise the quality of teaching to the highest level.
- At times, staff do not recognise when children would benefit from support to practise their early writing skills.

## What the setting needs to do to improve further

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

- build on professional development opportunities more precisely to help staff develop the knowledge and skills to raise the quality of their teaching to the highest level
- strengthen the support available for children to help practise their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the pre-school acting manager.
- The inspector held a meeting with the provider and acting manager. She looked at relevant documentation and evidence of suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has ensured that recent staffing changes have not impacted on the quality of provision. The acting manager has provided stability and secured consistency in the implementation of effective routines and practices. The successful monitoring of the progress of individuals and groups of children enables staff to act promptly to close any gaps in learning. Additional funding is thoughtfully used to support children's individual interests and needs. The arrangements for safeguarding are effective. The acting manager and staff understand their responsibilities to keep children safe and have a secure understanding of wider safeguarding issues. Parents are highly complimentary of the pre-school. They comment on their successes in extending children's language skills and providing them with the skills and confidence to begin school.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of the early years requirements and how to help children prepare for their move on to school. They work together to observe and assess children's progress and use this information to plan their next steps in learning. Parents are active partners in this process. They provide information about what their children know and can do at home and regularly meet with staff to discuss children's learning and development. Parents value the information they receive and the availability at all times of their children's learning folders. Staff are positive role models for children. Their lively and cheerful teaching style helps children to engage and interact with staff and each other. For example, children are immersed in creating 'cakes' in the outdoor kitchen. They discuss the ingredients they need and giggle together as they share their ideas. Children enjoy humorous stories and songs and plead for more when staff finish.

### Personal development, behaviour and welfare are good

Leaders and staff place a strong focus on children's emotional health and well-being. They create a relaxed and calm environment in which children feel safe and secure. Staff understand the particular needs of younger children at the pre-school and support these well. For example, they organise play activities so that younger children have time to explore and familiarise themselves with new activities before older children join them. Staff help children to learn about the benefits of physical exercise and a healthy diet. As they bounce on space hoppers, staff remind children that they are building 'strong leg muscles'. Parents help to provide morning snacks and fully support the pre-school's aim to help children enjoy balanced and healthy lunches.

### Outcomes for children are good

Children make good progress in preparation for their next stage of learning. They are eager to learn and explore new experiences. Children listen attentively and concentrate on tasks for long periods of time. They gain early literacy and mathematical skills which will help with the programmes of learning they will follow at school. They behave well and understand how to share and take turns.

## Setting details

<b>Unique reference number</b>	EY499345
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1048497
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Castle View Nursery Limited
<b>Registered person unique reference number</b>	RP900965
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07745299555

Caterpillar Pre School registered in 2016. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two at level 3 and one at level 2. The pre-school opens on Mondays from 9am to 1pm and on Tuesdays, Thursdays and Fridays from 9am to 2.30pm, during term time. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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