

Codford Caterpillars Pre School



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

Inspection date	22 May 2018
Previous inspection date	15 June 2017

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 provider has addressed the areas for development identified at the previous inspection successfully. For example, they have improved their understanding of the roles and responsibilities of committee members and of notifying Ofsted of significant changes within the required timescales.
- Leaders establish strong relationships with teachers from the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care, learning and welfare to ensure all children make good progress.
- Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting.
- Children behave well. They learn how to share and take turns with toys. Staff are good role models for children. Children learn how to negotiate. They seek solutions to problems and conflicts, such as using sand timers to support fairness in turn taking.

It is not yet outstanding because:

- On some occasions, staff complete tasks for children rather than encouraging them to do things for themselves to support their independence skills to the highest levels.
- Staff do not consistently make the most of some group activities to engage all children to promote their learning. At times, some children become restless and unsettled.

What the setting needs to do to improve further

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

- extend the opportunities for children to do things for themselves and become more independent
- review the organisation of adult-led group activities to make it easier for children to remain consistently interested and engaged in all learning opportunities.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Leaders have a secure knowledge of following safe recruitment guidelines to ensure new staff are suitable and to check that existing staff remain so. They have developed effective systems to support the well-qualified staff. For example, they have regular meetings, observe staff and provide training to update their professional skills. For example, following paediatric first-aid training, staff reflected on their new knowledge and began carrying portable kits to deal with minor injuries quickly to minimise any interruption to children's play. Leaders review the quality of the provision well. For instance, they have identified how they would like to enhance the stimulating outdoor play environment further.

Quality of teaching, learning and assessment is good

Staff place a clear focus on supporting children to develop effective problem-solving skills. For example, they encourage children to realise that information can be gained from instruction sheets to identify the resources they need to construct a wheelbarrow. Younger children are helped to consider how they can solve problems in securing a trailer and tractor together using additional resources, such as a pipe cleaner. Staff support children to develop good mathematical skills. For instance, they challenge children during routines to calculate how many plates are set out and how many more children can be accommodated at the table. Leaders and staff use various strategies to keep parents informed about their children's learning and advise how to extend learning at home.

Personal development, behaviour and welfare are good

Staff help children to develop high levels of confidence and self-esteem. For instance, they praise children for working well together as a team to complete large jigsaw puzzles. Staff help children to develop a good understanding of the routines in the setting. For example, they give children warning that their playtime is going to end so they are ready to take a full and active part in tidying up their toys. Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active.

Outcomes for children are good

All children are motivated and independent learners. They develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. Children give meaning to the marks they make when recording the food they are cooking in the mud kitchen. They develop secure skills in accurately counting objects to high numbers. Younger children develop a good understanding of using positional language, such as 'next to' and 'behind' as they give adults clues as to where objects are placed in their hiding games.

Setting details

Unique reference number	145874
Local authority	Wiltshire
Inspection number	1108074
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	25
Name of registered person	Codford Caterpillars Pre School Committee
Registered person unique reference number	RP522038
Date of previous inspection	15 June 2017
Telephone number	01985 851030

Codford Caterpillars Pre School registered in 2001. The pre-school is open from 9am to 3pm on Monday to Friday, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are three members of staff who work with the children, all of whom hold early years qualifications at level 3.

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