

# The Caterpillar Club

Leechpool Primary School, Leechpool Lane, Horsham, West Sussex RH13  
6AG



<b>Inspection date</b>	13 September 2018
Previous inspection date	27 November 2015

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

### The provision is good

- Staff make effective use of assessments to monitor children's progress. They can see where children need moving forward and plan for this using children's interests. The manager monitors the learning assessments with care and acts quickly to close any gaps in children's progress that occur.
- Staff ensure parents can continue their children's learning in the home. They inform them clearly of children's next steps in their development.
- Children make good progress. They meet the typical outcomes for their ages.
- Staff successfully promote the development of independence. They ensure children can make their own choices and access resources freely. They teach them skills, such as how to put on their shoes, in an encouraging manner.
- Managers establish effective partnerships with other professionals to ensure children's well-being is nurtured and to support their ongoing development. This includes working with experts to give children who have special educational needs, equal opportunities to make progress in their learning.

### It is not yet outstanding because:

- Staff do not provide children with a wide range of experiences that teaches them about the wider world.
- Staff do not consistently use information from parents about children's interests or achievements at home to widen their understanding of the child.

## What the setting needs to do to improve further

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

- improve further the provision for teaching children about the wider world
- establish more effective systems to encourage parents to share information about children's ongoing interests and achievements.

### Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

**Inspector**  
Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers ensure that all staff understand how to recognise if a child's welfare is at risk and know the procedures to follow if a concern arises. Managers have recently made insightful evaluations and have planned focused actions to improve practice. A significant outcome of these is the implementation of robust systems to help staff build on their already good teaching skills. Staff access training which helps them to support children's progress. For example, they have recently learnt effective methods of non-verbal communication to provide all children with equal opportunities to communicate.

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

Staff use effective teaching skills to help children develop their thoughts and ideas. For example, they set children problems to solve by using well-worded questions. Children enjoy activities, such as working out what objects will magnets stick to. Staff challenge children well to encourage their progress. When children achieve the expected outcomes for their ages, they move them towards the next stage of development. For instance, if children can count and recognise numbers, they are challenged to put them in the correct order. Staff support language development well. They show skill in modelling language to children and help them to widen their vocabularies.

### Personal development, behaviour and welfare are good

Staff easily form strong relationships with the children. They help children to settle quickly and to develop a sense of security, with techniques, such as using children's favourite activities to excite them. Children rapidly develop confidence in exploring the setting and following the daily routines. Staff ensure children find moving to other settings, such as school easy. They prepare them sensitively and help them to understand what their school day will be like. Staff provide children with healthy lifestyles. They provide many opportunities for active play and help children learn to look after themselves. For example, they teach children to drink water when they are hot.

### Outcomes for children are good

Children show an interest in the print they see and demonstrate early reading skills. For example, they point to words on food packets in their role-play shop. They enjoy making marks with a variety of resources and learn to control tools. This includes painting with brushes or finding out what happens when they scrape the paint with special tools. Children frequently use numbers in their play, whether it be when they are counting toy cars or making door numbers for 'houses' they create. They are well prepared for their future learning. Children form friendships and develop good social skills.

## Setting details

<b>Unique reference number</b>	113574
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10060730
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Groves, Elizabeth Alice
<b>Registered person unique reference number</b>	RP513894
<b>Date of previous inspection</b>	27 November 2015
<b>Telephone number</b>	01403 211388

The Caterpillar Club registered in 2001 and operates from within the grounds of Leechpool County Primary School in Horsham, West Sussex. The setting is open Monday to Friday, from 8.50am until 3pm for early years children and between 3pm and 6pm for school-aged children, term time only. There are 10 members of staff, five of whom hold appropriate early years qualifications including one staff member with qualified teacher status. The setting receives funding to provide free early education for children who are two three and four years old.

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