

Caterpillar Corner

Humphrey Booth Day Centre, Heath Avenue, SALFORD M7 1NY



Inspection date	5 December 2018
Previous inspection date	7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Staff make detailed and thoughtful observations of children's learning. They identify effectively and successfully plan for what children need to learn next.
- Staff place a high importance on promoting children's communication skills. They work at children's level, promote good eye contact and extend children's learning through questioning and modelling vocabulary.
- Children play in a stimulating and well-organised environment. This enhances their learning and promotes their independence skills.
- Children's behaviour is excellent. Staff encourage them to understand how to share resources and play together. They listen to adults and respond well to guidance.
- Partnership with parents is a key strength. Parents are extremely complimentary about the level of care that staff provide for their children. Staff fully engage them in their children's learning, such as involving parents in children's assessments.
- The manager is committed to continually developing the playgroup and providing a caring and good-quality learning environment. The views of staff, children and parents are used effectively, to help plan future improvements.
- Occasionally, staff do not always recognise or take advantage of spontaneously occurring opportunities to build on children's growing mathematical skills.
- The arrangements for comparing the progress made by different groups of children, to check that no group is disadvantaged or is falling behind, are not fully embedded into practice.

What the setting needs to do to improve further

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

- maximise all opportunities to build on children's growing mathematical skills
- make effective use of monitoring the progress of different groups of children.

Inspection activities

- The inspector spoke with staff and children at appropriate times and observed activities throughout the setting.
- The inspector completed a joint observation of an activity with the manager to assess the quality of teaching.
- The inspector met with the manager to discuss self-evaluation, policies and monitoring processes.
- The inspector spoke with parents to gather their views and opinions.
- The inspector checked the suitability and qualifications of all members of staff.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff demonstrate a good understanding of safeguarding and wider child protection issues. They are secure in their knowledge of what to do if they are concerned about the welfare of a child in their care. Policies and procedures are in place and these are regularly reviewed to ensure the safety of children. Staff supervision is carried out effectively. This ensures the ongoing performance and suitability of staff is carefully monitored. Staff benefit from continuing support and professional development opportunities. Strong partnerships with a wide range of professionals support a very successful, joined-up approach to supporting children's development.

Quality of teaching, learning and assessment is good

Staff are responsive to children's emerging interests. For instance, their planning takes into consideration children's ideas about the activities they would like to do. Staff provide a wide range of resources and use this well to build on children's learning. Children create imaginative snowman pictures and are eager to show their work to staff, who praise them for their good efforts. Children manipulate dough using a range of tools and concentrate intently as they confidently and skilfully roll it out and use cutters, happily sharing resources. Children practise their early writing skills and listen attentively as staff read to them in small groups. They persevere when completing simple puzzles and construction activities. They sing songs enthusiastically and learn to accompany these using musical instruments.

Personal development, behaviour and welfare are good

The key-person system is well established and settling-in procedures are highly effective. Staff have warm, positive relationships with the children. They get to know them well and regularly gather meaningful information from parents about routines and preferences. Children's health is promoted well. They are encouraged to learn how to stay safe and to adopt a healthy lifestyle. They learn to wash their hands at appropriate times and staff work closely with parents to promote healthy lunchboxes and oral health improvement. Children have plenty of fresh air and enjoy being physically active in all weathers. They squeal with delight as they have opportunities to splash in muddy puddles in the outside area. Children learn about other cultures of the world through activities, artwork and discussions. They learn about their differences and gain an understanding of a variety of faiths and cultures.

Outcomes for children are good

Children learn key skills in readiness for the next stage in their learning. They develop their independence and self-care skills well and confidently follow procedures, such as self-registering. Children move freely between indoors and outdoors, and independently equip themselves with suitable clothing. They access their own resources and tidy these away readily when asked to by staff. Staff regularly praise children and celebrate their achievements. This helps to build their self-esteem and confidence. Children are motivated learners who make good progress from their individual starting points.

Setting details

Unique reference number	EY456867
Local authority	Salford
Inspection number	10065684
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	21
Number of children on roll	28
Name of registered person	Carol Hyde
Registered person unique reference number	RP532214
Date of previous inspection	7 July 2015
Telephone number	07585 571470

Caterpillar Corner registered in 2012 and re-registered in 2013 due to a change to the registered provider. The setting operates term time only, from 9.30am to 2.30pm, Mondays to Fridays. The setting employs eight staff, including the manager. Of the staff, three are qualified to level 3 and four are qualified to level 2. The setting provides funded early education for two- and three-year-old children.

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