

Caterpillars Pre-School

Wincham Community Primary School, Church Street, Northwich CW9 6EP



Inspection date	15 February 2019
Previous inspection date	17 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- At times, staff are not deployed effectively. This means children's needs are not always met due to children not being consistently supervised.
- Occasionally, staff do not make good enough use of what they know about children's development and interests to plan activities which are sufficiently stimulating, engaging and challenging. Children sometimes lose interest in adult-led activities and are not achieving the best possible outcomes.
- At times, staff do not effectively manage children's behaviour to ensure children know what is expected from them.
- Staff have not yet developed a regular two-way flow of information with other early years providers, such as nursery school staff, to share relevant information about children's care and learning.

It has the following strengths

- Parents comment positively about the care their children receive. They explain that their children enjoy their time at the pre-school.
- The pre-school is clean, bright and welcoming. A wide range of resources, toys and equipment are available for children to explore.
- Staff promote inclusive practice and teach children well about equality and diversity. For example, children have access to multicultural resources and are taught about different festivals from around the world.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff are deployed effectively to consistently supervise children at all times	18/02/2019
improve the use of observation and assessment to provide activities which are consistently challenging and enjoyable for all children.	04/03/2019

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

- ensure all staff manage children's behaviour more effectively so that children know what is expected of them
- strengthen ways to share information about children's progress and interests with other early years providers, for example nursery school staff, to promote continuity in their experiences.

Inspection activities

- The inspector held discussions with the leaders and staff at appropriate times during the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Adele Banton

Inspection findings

Effectiveness of leadership and management requires improvement

At times, leaders have not ensured that staff are deployed effectively to ensure that children are consistently supervised at all times. Nevertheless, safeguarding is effective. Staff are well informed and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff carry out daily risk assessments and monitor children's arrival and collection closely. Staff are supported to access additional training to further their ongoing professional development. The manager completes ongoing evaluation and precise action plans. Staff share regular assessments with parents and provide guidance to extend their child's learning at home. For example, children are provided with reading books to support their literacy at home. Recruitment, induction and vetting procedures are effective in checking staff's initial and ongoing suitability.

Quality of teaching, learning and assessment requires improvement

Staff are not always deployed effectively to ensure children benefit from consistently high-quality teaching. Some activities that are led or supported by staff do not sufficiently challenge older or most-able children. As result, they occasionally lose interest and are not achieving the best possible learning outcomes. Staff do not consistently make good enough use of the information obtained from observing and assessing children to plan purposefully for every child's learning. Despite this, staff interact positively with children. They work hard to support children with special educational needs and/or disabilities (SEND). Staff support children's language development well. For example, children listen attentively during story time and enjoy asking questions. Children are confident to lead their own play and enjoy using their imagination. For instance, children use small-world toys to pretend they are diving under the sea.

Personal development, behaviour and welfare require improvement

Staff are inconsistent in managing children's behaviour effectively and do not always make their expectations clear, particularly to children new to the setting. At times, some children are not supported effectively by staff to share or play cooperatively while building a train track. Children become upset and less experienced staff do not manage the situation well. Despite this, staff are friendly and caring. Overall, they help children to feel emotionally secure and offer reassurance to children when needed. Children have started to develop friendships and enjoy sharing their ideas. Staff have attractively organised the learning environment where children happily self-select resources. Children develop a good understanding of how to be healthy. They learn how to wash their hands before snack and manage personal care tasks well.

Outcomes for children require improvement

Children are not supported well enough to consistently make good progress from their starting points. However, they are steadily developing some skills they need to prepare them for their next stage in learning, including their eventual move to school. For example, children independently get their own drink from the water dispenser and enjoy being physically active in the outdoor area.

Setting details

Unique reference number	EY471519
Local authority	Cheshire West and Chester
Inspection number	10062182
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	26
Name of registered person	Emma Bilotta and Carys Williams
Registered person unique reference number	RP533224
Date of previous inspection	17 December 2015
Telephone number	07722155594

Caterpillars Pre-School registered in 2014. It operates from the nursery area within Wincham County Primary School. The pre-school opens from Monday to Friday during term time only. Sessions are from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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