

Caterpillars Pre-School At Stanley Park

Stanley Park Childrens Centre, Carshalton SM5 3JL



Inspection date

27 February 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are happy within the pre-school. They develop strong bonds with their key person and form close friendships with other children. They develop positive attitudes towards their learning and are interested to explore new things. All children make good progress, considering their starting points.
- Children who have been identified as having gaps in their development are swiftly supported. Staff work closely with parents and other professionals to promote children's all-round needs and development. Specific support and funding for children is targeted well. For example, staff purchase resources to help support children's communication skills.
- The pre-school provides a broad range of healthy snacks daily. Staff are proactive in talking to children about what they are eating and the health benefits. This helps to support children's increasing awareness of a healthy diet.
- The management team highly values staff professional development to improve continuously the quality of the provision and the services available to children and their families.
- Children have limited opportunities to engage in activities and experience that are linked to technology.
- Staff are not consistent in providing opportunities for children to engage in activities and experiences that reflect their individual home languages.

What the setting needs to do to improve further

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

- increase opportunities for children to access and develop their skills in using information technology
- provide more opportunities for children to engage in activities and experiences that reflect their home languages.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor area.
- The inspector spoke to staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff and safeguarding.

Inspector

Trisha Edward

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand their role in protecting children from harm and know the processes to follow if safeguarding concerns arise. Systems are in place to ensure staff are suitable to work with children. The dedicated management team monitors staff performance well. For example, it regularly observes staff practice and holds individual supervisory meetings. Staff are well qualified and benefit from regular targeted training to help ensure extremely good quality of teaching and care is consistently provided. The manager values opinions of staff and parents. For instance, she seeks their views to help her evaluate and improve the quality of care, learning and outcomes for children.

Quality of teaching, learning and assessment is good

Staff maintain detailed records of children's progress. They use this information well to plan challenging learning opportunities that motivate and engage all children. Staff provide stimulating activities, indoors and outdoors, to support children's learning across all areas of learning effectively. Children have good opportunities to learn about the natural world. For example, while exploring the theme 'are eggs alive', children had the chance to explore the texture of eggs both cooked and uncooked. They enjoyed using their hands and spoons to crack the eggs' hard shells to reveal the contents. Staff encourage children to describe the texture of the eggs and they use words such as 'cold' and 'slimy'.

Personal development, behaviour and welfare are good

Excellent partnerships are established with parents at home visits prior to the child starting at the pre-school. Members of staff continue to build on this by closely working with parents to exchange information about children's care and learning. For instance, parents regularly share their children's achievements from home which are displayed on the parent pride notice board. This helps to provide consistency in children's care and learning across the settings. Staff promote children's health and well-being well. For example, children have daily opportunities to be active outdoors. They thrive on taking part in physically demanding activities, such as balancing on beams. They outstretch their arms to help maintain their balance. Children behave well. Staff strategically place themselves at activities to encourage children to take turns to be polite and kind to each other.

Outcomes for children are good

All children make good progress in all areas of their development. Younger children learn familiar songs and rhymes, and older children count accurately and regularly use mathematical language in their play. Children's literacy skills are progressing well. For example, they listen attentively to stories and recall parts from their memory to retell peers during their own story times. They confidently link letters to sounds during phonic sessions and are beginning to write their own names on their artwork. Children are developing the key skills they need for school, such as pencil control in readiness for early writing.

Setting details

Unique reference number	EY542419
Local authority	Sutton
Inspection number	10090463
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	23
Number of children on roll	23
Name of registered person	London Borough of Sutton
Registered person unique reference number	RP520732
Date of previous inspection	Not applicable
Telephone number	02087705910

Caterpillars Pre-School At Stanley Park re-registered to new ownership in 2017. It is located in Carshalton in the London Borough of Sutton. The setting is open Monday to Thursday, from 9am to 12.45pm. The provider receives funding for the provision of free early education for children age two, three and four years. There are eight staff currently employed, seven of whom hold relevant early years qualifications ranging from level 3 to qualified teacher status.

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