

The Caterpillar Club

c/o Ferndown First School, Mountbatten Drive, FERNDOWN, Dorset BH22 9FB



Inspection date	18 July 2019
Previous inspection date	11 June 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children of all ages settle on arrival quickly and enjoy coming to pre-school. Staff help children to form trusting relationships with them exceptionally well, which strongly supports children's emotional well-being. Children feel safe and secure.
- Staff know the children well. They specifically target areas where children may need additional support, to help them make good progress. The manager works closely with the on-site school to support children's move into the Reception class.
- Staff support children with special educational needs and/or disabilities (SEND) well. They proactively work with outside agencies to help children and families get the support they need.
- The manager and her staff team reflect regularly on their practice, to explore ways to improve the provision. They consider the views of parents and children to identify future improvements to benefit children's learning.
- Staff have excellent partnerships with parents. Parents' contributions to their children's learning are highly valued by staff, and parents readily share information. They comment that they appreciate the support staff give to their children and families.
- Staff promote excellent levels of hygiene. They support children to quickly learn about germs and the importance of washing their hands. Children relish completing tasks appropriate to their age, including assisting with helping to cut up fruit during snack time.
- On occasions, staff miss opportunities to challenge children and extend their learning as they play so that children make the best possible progress.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further and make the most of opportunities to consistently challenge and extend children's learning to help them to make even greater progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She sampled a range of documentation, including records of children's learning and safeguarding policies, and checked evidence of suitability and staff qualifications.
- The inspector spoke to some parents during the inspection and viewed written feedback provided.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of their role to safeguard children. They know the signs and procedures to follow should they have any concerns about a child's welfare. Their safeguarding knowledge is current and reviewed regularly through training and during staff meetings. The manager monitors staff performance closely and there is an effective process for the supervision of staff. She ensures that staff refresh their knowledge regularly. For example, the manager has undertaken specific training to help support staff to enhance children's communication skills further. The deputy manager monitors the learning of individuals and groups of children. She identifies gaps and works with staff to help children be ready for their next stage of learning.

Quality of teaching, learning and assessment is good

Staff complete detailed observations and assessments based around children's interests and individual needs. These enable them to build on what children already know and can do successfully. Staff help children to develop their early counting skills. For example, they encourage younger children to count the number of teddy bears they have moulded in the sand. Older children sing number songs at group times and develop their knowledge of numbers. Staff organise the activities and resources effectively to enhance children's play. For instance, they present small-world dinosaurs alongside natural resources such as logs and rocks to encourage children's imaginative play. Staff skilfully introduce positional language during activities, for example 'in' or 'under' during water play to develop children's language skills further.

Personal development, behaviour and welfare are outstanding

Staff show immense respect for children. They teach consistent and meaningful boundaries to help children's emotional development. As a result, children manage their feelings and respect each other. Children successfully build their confidence as they explore and make choices for themselves. They have excellent opportunities to develop their physical well-being. For example, younger children delight in investigating items such as water pumps and pipes. Older use a variety of materials independently, such as blocks and planks, to make exciting climbing and balancing constructions. Children very confidently serve their own meals and enjoy the social time that these provide. Through 'people who help us' activities, children gain a wealth of knowledge of the different people and the jobs they undertake in their local community.

Outcomes for children are good

All children, including those with SEND, make good progress from their starting points. They successfully gain a variety of skills that stand them in good stead for their future learning and their eventual move on to school. For example, younger children show a strong sense of belonging and eagerly take part in activities. They sit and listen carefully during circle time and follow instructions. Older children learn about keeping themselves and others safe. They complete safety checks of the outdoor environment and remove any identified hazards.

Setting details

Unique reference number	144322
Local authority	Dorset
Inspection number	10070247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	41
Name of registered person	The Caterpillar Club Committee
Registered person unique reference number	RP904826
Date of previous inspection	11 June 2015
Telephone number	01202 893272

The Caterpillar Club opened in January 1997. The pre-school operates from a classroom in the grounds of Ferndown First School, in Dorset. It opens from 8.30am to 3.30pm from Monday to Thursday and from 8.30am to 12.30pm on Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are nine members of staff including the manager. Of these, seven hold a level 3 qualification in early years, one has a level 2 qualification and one has early years professional status.

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