

# Inspection of Caterpillars Montessori Pre-School

Playgroup Welshampton C of E Primary School, Welshampton, ELLESMERE,  
Shropshire SY12 0PG

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Inspection date: 19 December 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Leaders and staff are highly committed to providing outstanding care and education for all children. Children's levels of engagement are well beyond those typical for their age. Teaching is so skilful it helps children to make continual links between knowledge and skills they have gained previously. All children achieve the best possible outcomes. This includes those with special educational needs and/or disabilities, and children who the provider receives additional funding for. Leaders have exceptionally high expectations. This is demonstrated in their challenge to staff to improve qualifications and develop responsibilities. Leaders ensure the organisation of the environment provides a highly stimulating learning space for children, often taking into account children's views of how they enjoy learning. All of this is underpinned by a clear vision and highly reflective practice. Children show extremely high levels of respect for adults, other children and the environment. They exude confidence because staff foster this through the settling-in arrangements for children. Children have an excellent range of vocabulary to describe their emotions. This helps them regulate their own behaviour very well and understand the consequences of their behaviour. Families are put at the heart of this setting and leaders go above and beyond to ensure children can access the setting when their families need it most or when it has the most benefit for children. This demonstrates the leader's excellent integrity.

### **What does the early years setting do well and what does it need to do better?**

- There is a well-researched and challenging intent for the curriculum provided, based on the setting's well-established ethos. Staff's implementation of the curriculum is consistently of a high quality. Leaders carefully evaluate the curriculum and recruit staff to help broaden the curriculum they offer to children. This includes staff with artistic knowledge, providing rich creative experiences for children.
- Staff's interactions with children are superb. This helps children to develop precise listening skills. Staff are inspirational in their reading of stories to children. They use different voice sounds to make the story interesting and hide the illustrations of the book to help children use their own imaginations. Children as young as one-year-old listen so intently they can accurately recall the story.
- Children's learning is sequential. They develop outstanding skills for their future life, as well as social skills and essential knowledge. For example, children practise how to use kitchen utensils and then use them to prepare vegetables for their nutritious lunch. The environment provides an abundance of opportunities for children to develop skills, such as operating computer tablets and managing their personal care needs.
- Children are highly skilled communicators. They speak with confidence and clarity, often developing these skills rapidly from their starting points. Children

have a love of reading, and they are quickly developing the skills to help them become fluent readers. Older children who have been supported to close gaps in their communication and language skills, can recognise letters, say the letter sounds and blend them together to say words, such as 'van'. They use wooden letters to spell out words correctly.

- Children are highly motivated learners. They challenge themselves because they develop high expectations of their own ability, which is modelled to them by staff. For instance, two-year-old children continually attempt to hold a pencil correctly to write complex words. They are able to do this until they succeed in forming recognisable letters.
- Children are given a wide set of experiences in their learning. Children gain an in-depth understanding of their own community and benefit from outings beyond the local area. Staff place a strong value on recognising the importance of individual families, including what makes children similar and different from others. Family members visit with children, which allows other children to gain first-hand experiences of different families.
- The leaders have an excellent understanding of the importance of a challenging curriculum. They invest heavily in the coaching and mentoring of staff to help ensure standards of education remain at the highest level. A full review of assessment and teaching has led to staff reporting an improvement in their workload and well-being. This has also led to a stronger focus on the value of uninterrupted face-to-face teaching.
- Leaders scrutinise every aspect of practice. They consider the progress made by different groups of children. Leaders make necessary changes to practice and the environment to help address any minor variations in learning, such as children's understanding of the world. This helps to ensure children make the best possible progress over time.

## Safeguarding

The arrangements for safeguarding are effective.

Supporting and helping children and their families to receive the support they request are high priorities for staff. Staff take prompt action to request a safeguarding support service where they identify concerns about a child's welfare. Robust procedures help to keep children safe through effective management of safeguarding. Leaders take prompt action to address any potential hazards in the environment. The innovative curriculum helps children to develop essential skills, such as how to use tools safely when they attend 'carpentry club'. On outings, children learn skills, such as how to board trains safely.

## Setting details

<b>Unique reference number</b>	EY460440
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10116484
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Camilla Bruce and Ruth Good Partnership
<b>Registered person unique reference number</b>	RP527066
<b>Telephone number</b>	01948710123
<b>Date of previous inspection</b>	2 October 2015

## Information about this early years setting

Caterpillars Montessori Pre-School registered in 2013. It is one of two settings operated by the same provider. The setting follows the Montessori approach. It is open Monday to Friday, from 7.15am until 6pm, all year round, except for bank holidays and two weeks at Christmas. It also provides before- and after-school care for school-age children. There are five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Scott Thomas-White

## Inspection activities

- The inspector conducted a learning walk. He observed the quality of education during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed two joint observations of an activity, one with the manager and one with the deputy manager.
- The inspector held a number of discussions with the leaders. He looked at relevant documentation and evidence of the suitability of those working at the setting.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided and through discussions with parents during this inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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