

Inspection of The Caterpillar Clubhouse

50a Presidents Court, Hoover Drive, Basildon, Essex SS15 6LF

Inspection date: 15 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very settled and confident in this calm and homely setting. They chat animatedly to adults and each other, freely selecting what they want to play with from a broad range of easily accessible resources. Children clearly understand the rules and boundaries. On trips outside the setting, they hold hands and stay close to adults. They listen carefully when they are shown hazards in the playground. Staff praise children for listening to instructions and keeping themselves safe. Children climb enthusiastically on a large tree trunk and competently use challenging playground equipment. Staff are well aware of children's capabilities and skilfully support them to build on their existing abilities. For instance, more able children are guided to where to place their feet and hands and are extremely pleased with themselves when they reach the end, shouting 'I did it'.

The manager describes how she provided individualised support to overcome any negative effects of the COVID-19 (coronavirus) pandemic on children's development. Although parents have not been able to enter the premises, the manager reports that she has seen a vast improvement in children's self-help skills and confidence. For example, they independently find and change into their slippers by themselves on arrival.

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

- The manager is enthusiastic about providing high-quality childcare, carefully selecting staff who share her vision. They, in turn, feel extremely well supported and involved in decision making. The manager is constantly assessing and evaluating her provision, based on how individual children learn and their interests.
- The manager and staff have high expectations for all children. There is an ambitious curriculum and an awareness of the skills children need to be able to make progress. For example, children play with putty of progressively firmer consistencies. They stretch and pull the putty, helping to gradually strengthen the small hand muscles needed to help them become capable writers.
- Adults play alongside the children and follow their lead. The room is cleverly planned so staff can quickly respond to children's sparks of interest. Wheeled furniture is swiftly moved away so children have enough space to carry on building with bricks, encouraging their continued imagination and creativity.
- Children who have special educational needs and/or disabilities are particularly well supported. Staff intuitively recognise triggers that could lead to children becoming unsettled. They provide calming and engaging activities to distract them and promote their well-being. Additional funding is used well to provide resources that reflect children's interests and underpin this support. Other children are aware that some children have unique needs, showing kindness and

understanding to their friends.

- Children go out every day and benefit from being outdoors in all weathers. They enjoy digging for worms and excitedly watch the train pass under the bridge as they cross. Children are fascinated by nature when they carefully observe snails that are attached to the branches on a bush.
- Adults encourage children to talk about what they see, helping to build on their existing vocabulary. Children recall when they found an insect on a log and remember it is called a woodlouse. Staff introduce more complex words when sharing books. They point out 'glow-worms' and explain that although an animal looks like a monkey it is an orangutan. However, at times, staff tend to give instructions rather than engage in conversation, giving children fewer opportunities to respond and think about what they want to say.
- Children have access to many natural and real-life resources. They transport real stones when playing with the digger and know how to make sure their bricks are straight using a spirit level, bringing their play to life. The manager has noticed that children now take greater care when playing with china cups and plates in the role-play area, understanding what might happen if they drop them.
- There was strong support for children and families through the COVID-19 pandemic. Innovative information packs were sent out to all families. Videos and activity ideas, such as recipes and seeds for a sunflower growing competition, contributed to maintaining a connection. Parents have nothing but praise for the manager and staff, saying the manager goes 'above and beyond'. They credit the team with helping their children make progress in all areas of their learning. Effective partnerships with schools the children are due to attend support smooth transitions to their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team are aware of their roles and responsibilities to protect children. They clearly describe signs that could indicate children are at risk and are confident of where to report any concerns about children's welfare. This includes the wider aspects of safeguarding, such as protecting children who may be vulnerable to radicalisation. They know the actions to take if there are concerns about any adults working with children. Appropriate recruitment processes are in place to check the suitability of employees. Documentation, such as accident records, are maintained effectively to identify any potential patterns that may indicate a child's well-being is compromised.

What does the setting need to do to improve?

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

- support staff to consistently raise the quality of interactions with children.

Setting details

Unique reference number	EY562652
Local authority	Essex
Inspection number	10191363
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	30
Name of registered person	Watkin, Joy
Registered person unique reference number	RP562651
Telephone number	07929409998
Date of previous inspection	Not applicable

Information about this early years setting

The Caterpillar Clubhouse registered in 2018. The setting employs four members of childcare staff, including the manager. Of these, three hold approved level 3 early years qualifications. The setting opens all year round, Monday to Friday, from 8am until 6pm.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the staff and children during activities and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk and discussed the pre-school curriculum.
- A joint observation of an adult-led activity was completed by the inspector and the manager.
- Parents shared their views with the inspector by phone and in writing.
- The inspector sampled documentation, including public liability insurance, suitability checks of staff and first-aid certificates.

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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