

Inspection of Caterpillars Pre-School (Sussex) Limited

Community Centre, Ditchling Hill, CRAWLEY, West Sussex RH11 8QL

Inspection date: 18 October 2021

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised due to significant weaknesses in staff's knowledge and understanding of safeguarding practice and procedures. Although they have completed recent safeguarding training, not all staff understand the action to take if they have a concern about a child who may be at risk of harm. This has a significant impact on children's safety and well-being.

Children leave their parents at the main entrance with confidence. They settle quickly and choose where to play in the well-designed learning environment. Staff know the children well and have high expectations for what they can achieve. For example, children enjoy exploring mathematical concepts as they make play dough. They count the cups of flour as they pour them into the mixture. Staff talk to children about quantities as children notice when the cup is full and empty. Children make good progress in preparation for later learning, including school.

Children behave well. They learn to share and take turns with each other. Staff support children's behaviour well and focus on meaningful praise. For example, they thank children who show care and consideration for others as they explore the big drum together. This helps children develop high levels of self-esteem, as well as positive attitudes towards their learning.

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

- The provider and manager who are the designated safeguarding leads for the pre-school, have failed to ensure that all staff have a secure knowledge of safeguarding practice.
- Staff, including the deputy managers who take responsibility in the absence of the manager, were not familiar with the pre-school's safeguarding procedures. In addition, some staff have downloaded the pre-school's online application on their personal phones. They do not understand the safeguarding risks or data protection regulations associated with this.
- The newly appointed manager is dedicated to his role. He has a clear action plan in place for the pre-school and acknowledges some of the weaknesses identified at inspection. He has implemented many changes to the curriculum in his short time at the pre-school to improve the quality of education for all children.
- Children have plenty of opportunities to be physical. They take part in risky play outside as they enjoy running up and down the hills. Other children practise fine motor skills as they use the interactive games on the pre-school computer.
- Staff understand how children learn and develop. They have a good understanding of child development and sequence the curriculum well so that children build on what they already know. Staff ensure that children receive effective support in developing their language and communication skills, through

activities they are interested in. They encourage children to explore their ideas and skilfully introduce new vocabulary as children play. Staff extend learning for older children and support them to create their own rhymes relating to their interests in wizards. Children delight in telling staff they have seen a 'purpled haired cat'.

- Staff provide good support for children with who speak English as an additional language and those who have special educational needs and/or disabilities. They target the use of additional funding effectively. Staff work in close partnership with professionals to ensure that children are provided with the support they need to make progress in their learning.
- Parents report that their children enjoy their time at the pre-school. However, weaknesses in the key-person system mean that not all parents know who their child's key person is and they are not aware of what their child is learning at the pre-school. This prevents parents from building a two-way flow of information to support their children with their care routines and their learning.
- Staff are nurturing, kind and caring. They treat the children with respect and ask permission from the children to carry out personal care routines, such as nappy changing and wiping their nose. Staff provide an inclusive environment to ensure that all children feel included and valued. However, weaknesses in safeguarding practice means that children's well-being is compromised.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and manager who are the designated leads for safeguarding have a secure knowledge of safeguarding practice. They have ensured that the safeguarding policy is in line with the guidance and procedures of the local safeguarding partnership. However, staff's safeguarding knowledge is inconsistent. They do not show a secure understanding of the action to take if they are concerned about a child's safety or well-being. The weaknesses in staff's knowledge mean that there may be delays in referrals being made to the relevant agencies in a timely manner. The manager and staff carry out risk assessments of the premises effectively and deploy themselves to ensure children are well supervised.

What does the setting need to do to improve?

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

	Due date
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<p>take action to ensure all staff understand the setting's safeguarding policy and procedures, and have up- to-date knowledge of safeguarding issues, including how to respond to any allegations in an appropriate and timely manner</p>	<p>12/11/2021</p>
<p>ensure all staff understand the legal requirements that exist to ensure all information relating to a child is handled and stored in a way that protects the privacy of children in their care and is compliant with the data protection regulations</p>	<p>12/11/2021</p>
<p>ensure that arrangements for the key-person system allows a two-way flow of information with parents to support children in their care routines and learning.</p>	<p>12/11/2021</p>

Setting details

Unique reference number	EY496854
Local authority	West Sussex
Inspection number	10208811
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	1 to 4
Total number of places	52
Number of children on roll	71
Name of registered person	Caterpillars Pre-School (Sussex) Limited
Registered person unique reference number	RP535092
Telephone number	01293544516
Date of previous inspection	2 March 2017

Information about this early years setting

Caterpillars opened in 2013 and re-registered as Caterpillars Pre-School (Sussex) Limited in 2016. The pre-school operates from two play rooms in the Southgate Community Centre in Crawley. The pre-school sessions are each weekday from 8.30am to 3pm term time only. The setting also runs during school holidays for all age groups from 8am to 6pm. There are 10 members of staff, seven of whom hold appropriate early years qualifications. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Parker

Inspection activities

- This was the first routine 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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection to find out their understanding of the curriculum and how they support children's learning.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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