

Inspection of Caterpillars Preschool- Broadfield

Broadfield Community Centre, Broadfield Barton, Crawley, West Sussex RH11 9BA

Inspection date: 14 June 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Staff do not support children's person, social and emotional development well enough. They do not set clear boundaries and expectations and children are unaware of what is expected of them. At times, when children's behaviour escalates, staff struggle to manage it and there is not a consistent approach in place. When children get hurt by others, there is no explanation to help them understand that the actions of others is not appropriate.

Staff role model some positive behaviours to children, such as good manners at snack time. However, they often use physical intervention to stop children when other approaches have not been fully explored. There is no record kept of this. This compromises children's welfare and shows lack of respect.

Children learn to make choices in their play. Staff are getting to know children and are aware of what they like to play with. They plan activities and help extend on children's interests. For example, after reading a story about a witch, staff help children to make potions with a variety of items. However, at times, children's engagement in learning is more difficult due to disruptions in children's behaviour. As a result, children are not able to reach their full potential. This includes children who learn English as an additional language and children with special educational needs and/or disabilities (SEND).

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

- The new staff team has only been in place a short time. However, the induction and supervision process is not effective. Staff are unclear of the procedures in place, which means they are not implemented consistently. For example, children could access the kitchen where there are hazardous materials stored. Staff do not consistently follow the procedure to prevent children from accessing the area.
- Staff work with parents to share information about children. Parents report that they feel happy with the setting. The provider and manager continue to find ways to share information with parents to benefit children's time at pre-school. However, currently, no impact of this is evident in the setting.
- The provider has not appropriately risk assessed all areas of the setting. She does not ensure that there are suitable procedures in place for emergency evacuation. For example, fire exits and safety equipment, such as fire extinguishers, are not freely accessible at all times.
- Staff talk to children and help to extend their language skills. For example, they describe starfish and sharks as children explore sand and water. Children enjoy the opportunity to use the garden. They practise their physical skills and ride on bikes. Children learn some skills ready to start school, however this is limited

due to other weaknesses in the setting.

- At times, staff deploy themselves well across the setting. Staff count the numbers of children in the garden regularly. They use 'walkie talkies' to communicate when there are groups outside. However, some transitions during the day are disorganised and chaotic. For example, at lunchtime, staff do not make sure there are enough seats for children to sit down. Staff fulfil other duties for lengthy periods before supporting children once they are seated at tables. As a result, children become unsettled and do not receive appropriate support to extend their learning experiences.
- The provider has an overview of children's development. Statutory development checks are completed, which helps to identify gaps in children's learning. The provider makes referrals to other agencies for additional support where needed. However, due to the weaknesses identified in staff practice, children do not receive the appropriate support to help close gaps in their development.
- Children enjoy making choices in their play. For example, they explore mark making with 'paint pens'. In the garden, children relish in the opportunity to ride bikes and cars. This supports their physical development. However, popular items often become sources of frustrations for children and they struggle to take turns. Staff are not able to manage these times effectively. They physically remove children from ride-on toys before exploring all other options to support turn taking.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that a record is kept of when physical intervention is used to prevent children harming themselves or others. She does not have a clear understanding of physical intervention. As a result, she is unable to support staff in this area. However, any physical intervention has not resulted in injuries or rough handling of children. Staff are aware of the signs that show a child may be at risk of abuse, including areas such as female genital mutilation. They know what action to take if they have concerns about a child. They also know what to do if they feel they need to share concerns to services outside of the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
keep records of instances when physical intervention is used to support children's welfare	15/06/2022

ensure that staff induction gives a clear overview of their roles and responsibilities so policies can be implemented consistently	04/07/2022
improve risk assessments and take action to maintain safe and appropriate access to emergency exits and equipment	04/07/2022
give children clear guidance and support to help manage their behaviour and learn about what is expected of them.	04/07/2022

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

- continue to develop partnership working with parents to support children in the setting, particularly around healthy eating
- review and develop transition times, such when children sit down for lunch, to ensure that children receive appropriate support.

Setting details

Unique reference number	2587365
Local authority	West Sussex
Inspection number	10244158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	36
Number of children on roll	52
Name of registered person	Caterpillars Pre-School (Sussex) Limited
Registered person unique reference number	RP535092
Telephone number	07928128158
Date of previous inspection	Not applicable

Information about this early years setting

Caterpillars Pre-school-Broadfield registered in 2020 and runs from a community centre. It is open from 9am to 3pm, weekdays in term time only. There are nine members of staff, four of whom have appropriate early years qualifications. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed areas used by children and discussed risk assessments.

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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