

Inspection of Colyton Caterpillars Early Education

Reece Strawbridge Youth Centre, Coly Road, COLYTON, Devon EX24 6PU

Inspection date: 3 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have strong, nurturing relationships with their key person, and they are happy and confident. Staff know children very well and plan the curriculum based on their next steps in learning alongside their specific interests. Staff identify if a child may need additional support from the outset, and they work very well with families and external agencies to ensure that the child progresses in their learning. Children make good progress in their learning and development.

Most children demonstrate high levels of engagement and enjoyment from the variety of activities on offer. Activities are enticing and specifically target the development of new vocabulary. For example, staff sing songs and read stories. Staff work with small groups of children and teach them new words, such as 'ammonite'. The love of reading is given high regard, and children confidently select books to read with an adult.

Staff have high expectations of children's behaviour, and children are well behaved. Younger children are taught to develop their physical development skills and speech. Staff prepare children for starting school. For example, they are taught to be responsible for their belongings and to develop their early writing skills. The setting, in partnership with a local school, has identified areas of the curriculum to focus on to support children in their transition to school. Parents attend workshops to learn about how they can support their child during this process.

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

- The setting provides additional experiences via external services and the local community. For example, older children attend physical education lessons several times a week and a forest-school teacher attends the setting weekly. They go on trips in the surrounding area, visiting the local farm shop, for example, to learn about where food comes from.
- Parents are very positive about the excellent partnerships established with them. They describe the good care and support given to the children and themselves. Parents describe the setting as 'caring' and 'kind.' Parents report that staff treat children as individuals and that the setting is supportive in accommodating their needs.
- Communication and support for parents is very good. Parents are regularly informed of their child's next steps in learning and progress. A variety of systems assist parents with their understanding of child development and how they can support learning at home, via a newsletter and an online platform, for example.
- Staff support children and families to adopt a healthy lifestyle. For example, activities focus on the importance of good oral health and making healthy food choices. Children brush their teeth daily. Opportunities to be physically active are

provided. Children engage in yoga sessions and use equipment to develop their strength and coordination.

- Leaders provide strong leadership for the staff team. There is a positive focus on improving practitioner's knowledge. Frequent opportunities for professional development support the staff in their knowledge and understanding. Staff report that they feel well supported at the setting and are confident to ask for help if needed. The manager is reflective in her practice. However, she is yet to provide a consistent two-way flow of information for parents to ensure they can support children's development even further, although she plans to invite parents into the setting to learn about the curriculum. This will further support children with their learning at home.
- Staff take their lead from children's interests. They interact with children, modelling dialogue and listening well. However, on occasion, staff do not always engage, support and extend some quieter children's development.
- Opportunities to develop mathematical understanding are in the curriculum. Staff support children to count and recognise numbers. Activities, such as treasure hunts, support children's understanding of positional language. Staff sing nursery rhymes to teach children early counting skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and are clear about their role and responsibilities to safeguard children. The manager and staff keep their safeguarding knowledge up to date. They know the signs that indicate a child may be at risk of harm and how to report concerns. There are thorough recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. Staff teach children about how to be safe in the setting.

What does the setting need to do to improve?

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

- support all children, particularly those who are quieter, to develop their engagement and concentration even more
- continue to develop ways to engage parents in their child's learning to support their development even further.

Setting details

Unique reference number	EY408094
Local authority	Devon
Inspection number	10257441
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	0 to 4
Total number of places	28
Number of children on roll	60
Name of registered person	Colyton Playgroup Committee
Registered person unique reference number	RP904507
Telephone number	01297 552 567
Date of previous inspection	6 February 2018

Information about this early years setting

Colyton Caterpillars Early Education registered at the current premises in 2010. It operates from a community building in the town of Colyton, Devon. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery is open every weekday, from 8am until 5pm, for 50 weeks of the year. The nursery employs 12 members of staff. The manager has a foundation degree in early years. Staff hold qualifications ranging from level 2 to level 3.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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