

Inspection of Kingshurst Caterpillars CIO

Kingshurst Primary School, School Close, Kingshurst, BIRMINGHAM B37 6BN

Inspection date: 2 May 2023

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 happy and joyful in this warm and friendly setting. Staff are attentive to their needs and give lots of praise throughout the day. Children form strong attachments with the kind and caring staff, which helps children to feel safe and secure. Staff include children in their planning, and children have the opportunity to set up their learning environment each morning. This helps to boost their self-confidence as they engage in decision-making.

Children behave well and know the rules and routines. As children come in for snack time, they independently wash their hands and sit down at the table. Staff engage children in thoughtful discussions about fruits and where they come from. This helps children to think and ponder about the world they live in. Consequently, children decide to plant their apple seeds in the planting area. When children leave the table, they find their names on a board and move them to another board to show that they have had their snack. When staff ring a bell to indicate it is time to tidy up, children listen attentively and work together to tidy up their toys. These tasks help children to gain a sense of responsibility.

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

- Children enjoy playing with sand and water. They use their hands to squeeze the sand through their fingers and delight in these sensory experiences. Staff skilfully support non-verbal children well. For example, as children play, staff use repetition of singular words and actions to explain what words mean.
- Staff work hard to instil a love of books and reading. Children relax and unwind in the cosy book corner. They cuddle up to a member of staff and listen thoughtfully as staff read to them. Staff have set up a lending library to encourage children and parents to take books to read at home. Some books on offer are picture books of children in the setting enjoying certain activities from the past. Children enjoy looking through these and talk about what they have done. This helps children to build on their language and communication. Children also access books that parents provide, detailing special festivals that their child celebrates. This helps to nurture children's awareness of, and respect for, other's beliefs.
- Leaders and managers plan a wide and varied curriculum for all children, including children with special educational needs and/or disabilities. Staff competently identify when children require additional support and know how to make referrals to external agencies. Leaders and managers continuously reflect on practice and make suggestions on how to extend learning opportunities. However, staff need further support in the implementation of these suggestions because opportunities to extend learning are not always considered. For example, during a planting activity, staff do not fully explore with children what

the seeds will turn into and what they need to help them grow.

- Children experiment with different sounds and noises while they play with musical instruments. Staff support children by singing and exposing children to rhythm and rhymes. They sing along and enjoy moving their bodies to the different beats. This helps children to develop their literacy and creativity skills.
- Children use their imagination to build a fire station using building blocks. They work together to build a big structure. This increases children's social skills because they learn to share resources and work collectively. Overall, staff support children well, and children are immersed in play. However, staff do not consistently support children in their mathematical development. For example, when staff model how to count blocks, they do not always support children to join in to help them develop their counting skills and understanding of quantity.
- Parents are very happy with the service provided. They feel able to support learning at home. They express their delight in their child's progression. Parents feel that their child is ready for their next stage in education. They talk of the good relations that staff have with the host school staff and how this helps their children prepare for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe from harm. They are aware of the different signs and symptoms of abuse and know how to report any causes for concern. Staff are aware of how to report concerns about another staff's conduct with children. The designated safeguarding lead is passionate about her role and ensures that all staff attend safeguarding training. Staff are well versed in all aspects of safeguarding, including female genital mutilation, county lines, witchcraft and radicalisation. The premises are safe and secure. Managers follow robust recruitment and induction procedures and check the ongoing suitability of staff members.

What does the setting need to do to improve?

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

- strengthen and incorporate the teaching of mathematics more consistently throughout the day to accelerate children's mathematical development further
- support staff in the implementation of an ambitious curriculum for all children that builds on what they know and can do already and fully extends their learning.

Setting details

Unique reference number	2629214
Local authority	Solihull
Inspection number	10281134
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 4
Total number of places	40
Number of children on roll	30
Name of registered person	Kingshurst Caterpillars CIO
Registered person unique reference number	2629213
Telephone number	07947661067
Date of previous inspection	Not applicable

Information about this early years setting

Kingshurst Caterpillars CIO registered in 2021. It operates from Monday to Friday, term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. The provider employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 5. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Salma Yates

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.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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