

Inspection of Codford Caterpillars Pre School

Codford School, Cherry Orchard, Codford, WARMINSTER, Wiltshire BA12 0PN

Inspection date: 9 January 2024

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 demonstrate that they feel happy, safe and secure. They arrive confidently, take off their shoes and coats and put on their slippers. They quickly engage in activities set up for them by staff to nurture their interests. Children develop a sense of belonging and respect for their surroundings through shared responsibility for small tasks. For example, staff encourage children to sweep the floor after snack time and tidy away toys when they have finished playing with them.

Staff support children to develop their communication and language skills well. For example, they add new words to extend children's vocabulary and repeat children's language to help them learn to pronounce words correctly. Staff identify any gaps in children's development, and the special educational needs coordinator (SENCo) provides targeted interventions to help them catch up.

Children enjoy plenty of fresh air and exercise to help keep them fit and healthy. Staff support children to develop their physical skills. For example, they teach them how to use the pedals on tricycles. Staff praise children for sharing and taking turns and model good manners and kindness. Children reflect this in their interactions with others. For example, they say please and thank you. Staff work closely with parents to help to ensure that children make good progress from the outset. Children are well prepared for the next stage of their education, including school.

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

- The manager plans a broad and balanced curriculum, with a clear focus on developing children's independence in preparation for school. Staff use assessment well to identify when children might be falling behind and work closely with the SENCo, parents and other professionals to put additional support in place, when needed.
- Children are independent from an early age, which helps to develop their confidence and self-esteem. They learn to attend to their own toileting, wash their own hands and make decisions about when to wear aprons to keep their clothes clean when engaging in messy play.
- Staff read stories with enthusiasm to nurture a love of books and develop children's literacy skills. For example, toddlers listen intently and join in with the actions and words as staff read 'We're Going on a Bear Hunt'. Older children look at books independently, turning the pages one by one.
- Staff sing songs and share rhymes with children to develop their language skills. For example, children join in with excitement as staff pretend to be flying saucers in the garden and sing songs about spacemen. Children sing spontaneously as they play, and other children join in with them.

- Children learn the mathematical concepts suitable for their age in preparation for later learning in school. For example, staff encourage children to count and recognise numbers during play. At snack time, staff working with pre-school children help them to learn the concepts of size and colour. For example, they encourage children to consider which fruits are 'bigger' and 'smaller'.
- Staff provide a variety of sensory materials for children to explore, to help develop their sense of curiosity. For example, children use spoons to scoop gloop and watch it drip into a container. Children mould play dough with their hands, which helps them to build the muscles they need in preparation for early writing.
- Children confidently self-select resources and join in with activities organised by staff. However, staff do not always adapt their support and expectations to ensure that all children's learning is extended as far as possible. For example, on occasion, activities are not sufficiently challenging for all children, and they lose interest.
- Children are polite and generally follow the rules and expectations of the setting. However, when challenging behaviour does occur, staff do not always explain the consequences of children's actions to help them learn to manage their own behaviour. For example, they tell children not to throw toys but do not tell them why. Consequently, they repeat this behaviour.
- The manager and SENCo work together to use any extra funding to nurture the interests of children with additional needs and help them to reach the next steps in their development. For example, they have worked together to purchase appropriate resources.
- Parents report that their children enjoy attending the pre-school and that staff are kind, caring and approachable. They value the information shared with them via the online application and through the detailed verbal discussions they have at collection times.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 teach children consistently to understand the consequences of their actions, to help them learn to manage their own behaviour
- provide more targeted challenge during adult-led and child-led activities that extends children's learning even further.

Setting details

Unique reference number	145874
Local authority	Wiltshire
Inspection number	10317410
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	24
Number of children on roll	21
Name of registered person	Codford Caterpillars Pre School Committee
Registered person unique reference number	RP522038
Telephone number	01985 851030
Date of previous inspection	22 May 2018

Information about this early years setting

Codford Caterpillars Pre School registered in 2001. It is located in Codford, Wiltshire. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are three members of staff who work with the children. Of these, two hold early years qualifications at level 3 and one is unqualified.

Information about this inspection

Inspector

Lisa Large

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 pre-school and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the pre-school.
- 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 talked to staff and parents at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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