

Inspection of Caterpillars West Green

West Green First School, West Green Drive, Crawley RH11 7EL

Inspection date: 10 January 2024

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 show that they feel safe and secure at this welcoming pre-school. Staff warmly greet them and their parents as they arrive. Children proudly show their drawings to the inspector and talk about what they represent. Other children tell the inspector that they are giving their 'babies some milk' as they play with dolls. This demonstrates that children are confident and feel comfortable in their surroundings.

The enthusiastic staff know the children well. They use children's interests effectively to provide a curriculum that stimulates and engages children. For instance, children become excited when they are helped to recreate a popular story. They eagerly mix ingredients together to make 'slimy mud', and staff introduce new words, such as 'mucky' and 'sticky'. This helps to extend children's emerging language.

Outdoors, children become thrilled to see that ice has formed by their digging areas. Staff help them to discover how they can safely break the ice using sticks and spades, and they talk about the weather conditions. Children behave well towards each other. For example, they work together and happily take turns during the task of breaking up the ice. Children successfully manage their own risks when they negotiate space to ride their scooters and bicycles.

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

- The manager and her staff are very well supported by the provider. They say that their well-being is highly valued. Staff are provided with continuous professional development to help keep their knowledge up to date. They have a very secure understanding about their roles and responsibilities about how to keep children safe.
- Leaders work very well together and share their ideas to continually enhance the outcomes for children. They have a clear vision about what they would like to develop at the setting, such as helping children to develop strong communication skills. To achieve this, all staff are learning to use sign language during children's routines and play. This helps children who speak different languages to make connections between their home language and English.
- Overall, children's language and communication are progressing well, including children who speak English as an additional language. Children eagerly and attentively listen to stories, showing their knowledge of characters and repeating well-known phrases. Staff ask children questions as they play. However, they sometimes do not give children enough time to think and answer to further support and extend their learning.
- Leaders are passionate about supporting children with special educational needs

and/or disabilities (SEND). They make prompt referrals to agencies when necessary. Leaders work closely with parents and other professionals to ensure the best outcomes for children with SEND. Staff successfully use additional funding that children receive to support each child's individual needs.

- On the whole, staff plan activities very well. However, at times, they do not make the best use of the large-group sessions for all children. During this time, staff sing songs and read lively stories. Most children take part and join in. However, some quieter children are less engaged and lose interest. This means that learning opportunities for these children may be lost.
- Children show that they are developing good levels of independence. They help to tidy up and put on their own coats ready for outdoor play. This helps to promote children's self-esteem.
- Staff encourage children to have good social skills. During mealtimes, children and staff sit together. They talk about the food that they are eating, and staff encourage children to make healthy choices.
- Parents speak highly about the staff at the setting. They say that the staff work hard to help their children feel settled and secure. They particularly like the regular discussions with staff. Parents say that this helps them to support their children's learning at home.
- Staff ensure that children attending the out-of-school club have their needs met. For example, they include children's ideas about what they would like to do. Children enjoy using craft materials and playing board games. They are provided with nutritious snacks, and dietary needs are catered for well.

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:

- build on staff's questioning techniques to enable children to have more time to think, respond and demonstrate what they know and understand
- develop a more-consistent approach to teaching to help raise the quality of learning to the highest level, particularly in large-group activities.

Setting details

Unique reference number	2648881
Local authority	West Sussex
Inspection number	10242746
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	27
Number of children on roll	42
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 West Green registered in 2021 and is located in West Green, Crawley, West Sussex. It is open each weekday, from 8am to 6pm, throughout the year, apart from bank holidays. The setting also provides a breakfast and after-school club for school-age children. A holiday club is provided each weekday from 8am to 6pm, during school holidays. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. Of these, five hold appropriate early years qualifications from level 2 to level 4.

Information about this inspection

Inspector

Maura Pigram

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- At convenient times, the inspector spoke to the manager, staff, children and their parents. She took account of their views. The inspector joined in with the children's play and talked to them about what they were doing.
- The inspector had a meeting with the provider. She discussed how the setting is organised and how the provider evaluates the provision.
- The inspector carried out a joint observation of an activity with the manager. They shared their views of the children's experience.

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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