

Caterpillars Pre-School

Calmore Infant School, Calmore Drive, Southampton, Hampshire SO40 2ZZ



Inspection date	1 October 2018
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff risk assess thoroughly to provide a safe and secure environment where children play and learn.
- The enthusiastic staff team provides good-quality learning opportunities for all children. They identify any gaps in children's learning and seek professional help if required. All children make good progress from their starting points.
- Parents comment that their children quickly settle and make great progress in their speech and social skills. They appreciate the regular information staff provide about their children's next steps, and suggestions about how they can support their children's learning at home.
- Staff warmly welcome children, parents and professionals, enabling important information to be shared and children's individual needs be understood and met effectively.
- Staff build warm, nurturing relationships with the children. They are strong, positive role models and provide consistent behavioural expectations. Children behave well.

It is not yet outstanding because:

- Staff do not plan enough opportunities to broaden children's understanding of different people, their cultures, and their local community.
- Although staff make plans for improvement, they do not monitor and review these sufficiently, to consistently measure the success and impact of the changes they make.

What the setting needs to do to improve further

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

- broaden the range of opportunities for children to learn about other people, their cultures, and their community
- enhance the systems for monitoring improvements to the provision, to ensure that they are focused and applied where they are most needed.

Inspection activities

- The inspector toured the premises and looked at resources with the manager.
- The inspector talked to parents and took into account their views of the setting.
- The inspector observed the children and staff at play and talked to them about their activities.
- The inspector tracked the activities of two children and observed and discussed a planned activity with the manager.
- The inspector discussed leadership and management with the manager and viewed a selection of certificates and documents.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable about all aspects of safeguarding, including the 'Prevent' duty and how to report concerns about a child's welfare. Effective recruitment and induction systems help to ensure that staff are suitable for their role. Staff attend regular training to help develop their skills and knowledge, and enable them to enhance children's learning opportunities. The manager monitors staff performance and the records of children's progress that staff maintain. Where weaknesses are identified, appropriate action is taken to investigate and provide the extra help that staff may need. The views of children, parents, professionals and staff are used to reflect and improve the service provided.

Quality of teaching, learning and assessment is good

Children demonstrate curiosity and interest in all that is happening in this busy pre-school. For example, the children are fascinated by the new fish at the setting. The staff skilfully encourage them to talk about what they see and to think of names for the fish. Staff help children to develop their mathematical language and understanding. For example, they ask children to sort, match and count during various activities and they refer to size and position in their conversations with children. Communication and language development is supported particularly well. For example, staff get down to children's level, make eye contact and ask questions to encourage children to think. They listen carefully to what children say and model pronunciation and sentence construction clearly. Staff use sign language to complement the spoken word to further aid communication. They observe and monitor children's progress diligently and plan activities and experiences to encourage the next steps in each child's learning. Teaching skills are strong.

Personal development, behaviour and welfare are good

Children arrive happily and settle quickly. Staff encourage children to learn about safe behaviour and develop the skills that help to keep them safe. For example, they teach children to walk indoors, and to use scissors and tools correctly. Staff encourage children to learn about healthy eating and good hygiene routines. Physical development is promoted very effectively. For example, children learn to stretch and balance as they paint the outside walls with water and coordinate their movements as they stand to undertake many activities. They demonstrate increasing hand-to-eye coordination as they use stickers and make marks with pens. Children learn to be independent and to do things for themselves.

Outcomes for children are good

Children gain the skills they need to prepare them for school. They are curious and interested in all that is happening around them. Children share their knowledge as they explore a large tray of citrus fruit. They recall the names of the fruit, identify the colours and talk about the smells of the different fruit. Children experiment with language as they squeeze the fruit and describe the textures. They show increasing coordination as they use tools to extract the juice. Children demonstrate an understanding of technology as they use a camera to photograph their new fish.

Setting details

Unique reference number	110465
Local authority	Hampshire
Inspection number	10063293
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	48
Number of children on roll	71
Name of registered person	Caterpillars Pre-School at Calmore Committee
Registered person unique reference number	RP911092
Date of previous inspection	21 April 2016
Telephone number	02380864228

Caterpillars Pre-school registered in 1999. It operates from within Calmore Infants School in Totton, Southampton. It is supported by a committee. The pre-school is open each weekday, from 8.30am to 3.15pm, during school term times, with an additional lunch club available. The pre-school provides funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff, of whom one holds a degree, two hold qualifications at level 4, 11 hold qualifications at level 3 and one holds a qualification at level 2.

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