

Hungry Caterpillars Pre- School at Stanburn First School

Inspection report for early years provision

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| Unique reference number | EY419753 |
| Inspection date | 24/05/2011 |
| Inspector | Kim Mundy |
| Setting address | Stanburn First School, Abercorn Road, STANMORE, Middlesex, HA7 2PJ |
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| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Hungry Caterpillar Pre-School opened in 2011 and it is one of nine settings run by this private provider. The setting operates from a building within the grounds of Stanburn Infant School in Stanmore in the London borough of Harrow. There is access to a large play room and a secure outdoor play area. The pre-school provides a service for children from the local community. It is open each weekday from 8.50am to 3.30pm term time only. The pre-school is registered for a maximum of 37 children from two to the end of the early years age range. There are currently 34 children on roll and they attend various sessions. The pre-school is in receipt of funding for the provision of free early education to children aged two to four. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs five full-time staff and two part-time members of staff. Of these, five staff hold appropriate early years qualifications. The owner and area manager are also highly involved in the pre-school, which is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are having fun and they make good progress in their learning and development during their time at this pre-school. Children's health and safety are promoted well. The practitioners promote an inclusive and welcoming environment; they work positively with parents and others to promote children's individual needs effectively. The practitioners demonstrate a good capacity for continuous improvement through their commitment to build on the existing good practice. There are plans to further promote children's physical skills and understanding of information and communication technology, identified accurately as areas for development to improve outcomes for children

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the range of physical play resources to provide further challenge for children's physical development and to enhance their outdoor play experiences
- provide further resources to help children to explore information and communication technology.

The effectiveness of leadership and management of the early years provision

This new pre-school is well led and managed. Practitioners clearly enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them enjoy their time at the pre-school. All practitioners have undertaken safeguarding training and as a result, understand their responsibility to protect children. They describe the signs of possible abuse that would cause them concern and know who to report this to. Robust recruitment procedures ensure that all practitioners working with the children are suitable to do so. All visitors to the nursery are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained. Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained. All practitioners have attended first aid training to further promote children's welfare. A thorough risk assessment process is in place and as a result, potential risks are minimised to promote children's safety. The premises are secure and practitioners monitor the safe arrival and departure of children and adults, and visitors are asked to sign the visitors' book.

The group actively promotes the uniqueness and individuality of each child. They provide age-appropriate activities to ensure all children can participate in all play opportunities regardless of gender, background or ability. The practitioner's ability to engage children has given children good self-esteem and encourages them to be proactive in their own learning as they seek out play activities and are able to explain exactly what they are doing. Children with English as an additional language are supported well. Several practitioners are multilingual and they speak to parents to find out key words in their first language to help them to meet children's individual needs within the pre-school. Practitioners work very effectively in partnership with Stanburn School and other professionals to promote children's well-being and developmental progress.

Trusting partnerships are blooming between parents and practitioners. The key person system acts as a bridge between the pre-school and home. Practitioners successfully use information gained through discussions with parents and observations of children during play to influence their planning for individual children's learning. Parents are well informed about the pre-school's routine and activities, for instance, through newsletters, meetings, notice boards and children's learning journey files. Discussions with parents during the inspection demonstrate that they are happy with the pre-school and the positive effect it has on their children's learning and development. There are good procedures for introducing children to their future school teachers and for ensuring their smooth transition to school.

The setting is generally very well resourced with a range of high quality toys and equipment. The pre-school's self-evaluation process involves the children, parents and practitioners, and accurately identifies its many strengths and also the areas for development. For example, staff are keen to provide more resources for outdoor play and information and communication technology to further challenge

the children's experiences and skills. Currently children do not have regular access to computers or equipment to encourage climbing, sliding, riding and steering. Practitioners receive good support in their roles by accessing ongoing training, staff meetings, regular appraisals and feedback from the management team.

The quality and standards of the early years provision and outcomes for children

Children learn good hygiene practices throughout the routine of the day, for example, they wash their hands after using the toilet and before snacks, and observe staff washing surfaces with antibacterial spray. Children enjoy healthy snacks; they show great skill in independently using food tongs to help themselves to freshly prepared chopped fruits and raisins. Children enjoy taking part in cooking activities which further increases their understanding of food and where it comes from.

The practitioners support children's understanding of personal safety through activities and discussions. For example, they develop a good awareness of how to keep themselves safe as they regularly participate in emergency evacuation procedures and are taught how to use tools safely, such as pliers and screwdrivers. Children make a positive contribution to the setting; they behave well, play cooperatively with one another and help to tidy up at the end of the session. Practitioners explain that any inappropriate behaviour is dealt with swiftly as they give clear explanations to children as to why their behaviour is unacceptable.

Caring and nurturing relationships with practitioners enables children to form close attachments and feel secure. Furthermore, the warm and welcoming atmosphere creates a positive climate for learning. Children receive a good standard of care and education because practitioners have a clear understanding of the Early Years Foundation Stage and this is reflected in their practice. Teaching is purposeful, providing questions to challenge children's thinking. Therefore, children become absorbed in learning through play. Planning and assessments records are well organised and demonstrate that children are making good progress towards the early learning goals.

Children acquire good literacy and numeracy skills; they have many opportunities to practise their early writing both in and outdoors, for instance, as they make patterns in sand and shaving foam, and use pencils and crayons. Several children are able to recognise their name on their peg, name card and drawer, write letters and words, and draw recognisable pictures. Children show a keen interest in literacy activities; they understand the difference between story books and reference books. Children spend time problem solving as they fit shapes together, construct with bricks, talk about size, colours, numbers and shapes. A group of children thoroughly enjoy exploring for bugs in the outdoor environment and they scream with delight as they look through their magnifying glasses to find ladybirds, ants and spiders. Children have good opportunities to be creative and play imaginatively. They construct models, manipulate dough, and enjoy cutting and sticking activities.

The home corner is beautifully set up with an interesting range of resources which entice children to play. They love to dress up and make up their own games. Practitioners provide natural materials for the children, for instance, they use real fruits and vegetables to cut up and pretend to cook with in the home corner. Children are encouraged to embrace diversity; they use a range of positive images resources and take part in activities to help them to understand the wider world. For instance, when celebrating Chinese New Year, the children enjoyed eating noodles with chopsticks. Children demonstrate a strong sense of belonging at their pre-school; they are greeted individually by name on arrival and are confident and happy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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