

# Carmel Caterpillars Pre-School

Carmel Hall, Ufton Lane, Sittingbourne, Kent, ME10 1JB

<b>Inspection date</b>	05/06/2014
Previous inspection date	21/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and enjoy exploring their well-resourced environment. Their behaviour is good, and they are developing the skills they need in preparation for school.
- Effective partnership and regular two-way sharing of information with parents and other provider's means that children's individual needs are known and consistently met.
- The successful key-person system means staff know the children and their parents well. This helps children to feel safe, secure and supports their all-round development.
- The management team demonstrate a strong drive for making continual improvement. They use wide ranging self-evaluation systems to monitor every aspect of the pre-school to benefit the children.

### It is not yet outstanding because

- Staff are not always consistent in developing challenging experiences for the children through their questioning techniques.
- Staff do not provide as many opportunities in the outdoor environment, as indoor, for children to learn that information can be relayed in print to maximise their literacy development.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities undertaken by the children and staff indoors and outdoors.
- The inspector completed a joint observation with the supervisor outdoors.
- The inspector took account the views of parents spoken to on the day.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke with staff at appropriate times throughout the inspection.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Carmel Caterpillars Pre-School opened in 1974 and operates from a church hall in Sittingbourne, Kent. The pre-school operates during term time only, Tuesday to Friday, from 9.15am to 2.45pm. The pre-school is registered on the Early Years register and the compulsory and voluntary part of the Childcare register. There are currently 51 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school has experience in supporting children with educational needs and/or disabilities, and also children who speak English as an additional language. The pre-school employs 11 staff. Of these eight, including the manager, hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- improve the consistency of staff questioning techniques to provide further challenge to children and enhance their thinking and problem solving skills
- extend opportunities for children to develop their understanding that print carries meaning outdoors, for example, by reviewing the resources available that enable them to see print in the environment.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are independent and active learners. Staff give children individual attention and clearly know them well. For example, they plan a wide range of exciting and stimulating activities based on the children's needs and interests. Staff provide a good balance of child-initiated opportunities and adult-led learning. For example, for the majority of the day children can freely choose where to play indoors and outdoors. At other times staff use groups to support children's skills. For example, when reading stories, and planned physical education sessions for the older children. Children are confidently engaged in challenging experiences that support their learning well.

Regular assessments and effective monitoring of children's learning means that children are making good progress, and any gaps in their learning are quickly identified. This means staff provide support where it is needed and that children are well-prepared for the next stage in their learning, such as, school. Staff involve parents in their child's learning as they complete the progress check for two-year-old children. They also liaise with parents regarding their children's next steps in learning on a regular basis. Staff track

children's progress and ensure that children are working within the expected development band for their age. This helps to ensure that any concerns about children's development are quickly recognised, and ensures that children are acquiring the skills necessary to be prepared for school.

Children engage in water play, exploring with different materials, experimenting with pouring and filling containers. They learn water can be transferred between containers and this helps to develop their understanding of mathematical concepts and physical skills. However, on occasion, some staff do not maximise children's learning as they do not ask questions in a way that encourage children to explore their own ideas, test their knowledge and understanding. Therefore, children's thinking and problem solving skills are not always effectively extended.

Staff and parents work in partnership extremely well and parents speak highly of the excellent relationships they have with the staff. These relationships are considered a strength by the pre-school staff, who understand the importance of working together to promote consistency of care for each child. Three times a year staff meet with each child's parents to share their progress and agree the next steps in their learning and development. Parents are encouraged to contribute information about their child's learning at home through sharing observations. This ensures that children's needs are continually assessed and planned for and that children who require additional support receive this at the earliest opportunity.

Staff provide a print rich environment where resources are clearly labelled with words. Children are able to recognise their name during self-registration when they arrive for their session. Resources for developing pre-writing skills and making marks are evident indoors, to enable all children to develop their early writing skills. However, there are fewer resources available in the outdoor environment that enables children to make meaningful marks, and to see and explore print, to develop their awareness that print carries meaning.

### **The contribution of the early years provision to the well-being of children**

The successful key-person system helps strong relationships to develop between staff and children, and staff and parents. A gradual settling-in process enables children to feel safe and confident to explore and learn. For example, parents are welcome to stay in the pre-school until their children build a bond with their key person, and are happy for their parents to leave.

Children behave well in a stimulating and friendly environment. Staff act as good role models, supporting children to develop their social skills. The high level of independence children experience enables them to begin to take carefully managed risks in a safe environment. Staff have a strong focus on promoting children's health and well-being. They teach them good self-care skills, such as, washing their hands after toileting and when sitting down to eat. Children enjoy a selection of healthy snacks throughout the session. They learn to spread using knives and confidently pour their own drinks.

Children are encouraged to wash up their own plate and cup when finished their snack. Therefore, children are developing good self-care and personal independence skills. Children who stay all day bring in packed lunches where staff and children talk together. Lunch times are extremely sociable events and an opportunity, that staff use well, to extend children's social skills.

Staff work extremely hard each day to create an exciting, welcoming and stimulating environment for the children, as they have to set out and pack away all the equipment each session. Staff make good use of the space available and create exciting opportunities for children to explore within all areas of learning. There is a good range of toys and resources for children to explore. Staff ensure that all the resources indoors are clearly labelled and this enables children to be able to find and choose the different resources they want for themselves. Children actively participate at tidy up time and show great care for the equipment. This develops their sense of belonging in the pre-school.

Staff plan effectively and prepare children well for their move on to school. This includes supporting children to reach their full potential in literacy and mathematics, as well as ensuring that they are emotionally and physically ready. Staff also teach children practical skills, such as, dressing and undressing.

### **The effectiveness of the leadership and management of the early years provision**

The staff meet all the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff are secure in their knowledge of possible child protection concerns and of the processes to follow if they are concerned about a child's welfare. This helps ensure that children are kept safe. There are clear written procedures in place that the supervisor follows for notifications to Ofsted and social services when necessary. The thorough recruitment system helps ensure that staff are suitable to work with children, and all appropriate checks have been completed on staff. Where someone does not yet have their clearance check through they are supervised at all times by another member of staff, and not left alone with children. A clear induction process helps new staff gain an understanding of their roles and responsibilities. The annual appraisal and regular supervision sessions encourage staff to reflect on their practice, and identify further training opportunities that will enhance and increase their knowledge. Staff complete risk assessments to ensure that the premises are safe from potential hazards and secure. Staff are effectively deployed to supervise children indoors and when playing outdoors. All required documents are in place, such as, records of attendance, recording visitors to the pre-school, medication and accident reports.

There have been positive developments since the last inspection, demonstrating a strong capacity to make continual improvements. For example, there are effective systems in place for observation, planning and assessment to track children's progress. The management team, staff and committee regularly reflect and evaluate the pre-school's practices, taking into account the views of children and parents. The supervisor

has a good awareness of the pre-schools strengths and there are detailed development plans in place. This means that all involved in the pre-school are committed to reflecting on their practice and making changes that improve outcomes for children.

The supervisor has a good understanding of her role in monitoring the delivery of the educational programmes. She ensures that staff offer good teaching, through completing precise observations, assessment and planning for each child's individual needs and interests. She maintains an accurate overview of the children's development and the learning opportunities for children in the indoor and outdoor environments. The supervisor works alongside staff and knows them and the children well. This means she is able to accurately monitor practice and is aware of development needs of the children and staff.

Partnership with parents and external agencies are well-established and make a strong contribution to meeting the children's needs. The supervisor and staff team have been proactive in their approach to sharing information with other providers. For example, the supervisor has made contact with the local schools and the reception teacher has visited the children to support a smooth move into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	127083
<b>Local authority</b>	Kent
<b>Inspection number</b>	840609
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Carmel Caterpillars Pre-School Committee
<b>Date of previous inspection</b>	21/06/2011
<b>Telephone number</b>	07946 547347

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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