

# Carmel Caterpillars Pre-School



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

<b>Inspection date</b>	8 June 2017
Previous inspection date	5 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

### This provision is good

- The manager has clear expectations for the pre-school and she shares these well with the staff team. Overall, she regularly gains the views of parents and other professionals to help her to consider and enhance areas of practice. For example, a suggestion about moving the self-registration board has led to a more efficient and less congested arrival time for children.
- Staff develop really strong relationships with the children from the start. Children benefit from the consistent help and support staff give. These secure attachments reflect on children's confidence and help them to be emotionally prepared for the move to school. Parents talk positively about the 'caring' and 'friendly' staff team.
- Staff accurately observe children in their play. They use these observations to help recognise when children have reached targets and/or need further support to work towards personal goals.

### It is not yet outstanding because:

- At times, staff do not fully make the most of opportunities to use younger children's emerging interests to further motivate them to learn and support their good progress.
- On occasions, staff miss opportunities to consistently obtain and use information from parents about their child's achievements, to help further support their assessments of children's development.

## What the setting needs to do to improve further

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

- make greater use of opportunities to develop younger children's emerging interests to further support their learning
- build on partnerships with parents to further support them to share what they know about their child's achievements at home.

### Inspection activities

- The inspector observed interactions between the staff and children in the pre-school hall and the outside environment.
- The inspector talked to parents and children about the pre-school and considered their views.
- The inspector spoke to key people and viewed individual children's development records.
- The inspector viewed a range of documentation, including staff records, setting policies and the pre-school development plan.
- The inspector spoke to the manager at different times throughout the inspection to discuss practice and to invite her to complete a joint observation.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads and supports an enthusiastic and motivated staff team. She gives all staff training opportunities to enhance their knowledge and skills. For example, staff used training to consider how well they interact with children and to give children time to think and respond to simple questions. Safeguarding is effective. The manager is knowledgeable in her role in ensuring that children are safe and listened to by staff. She ensures that new committee members are known to Ofsted and that all staff have a good understanding of how to recognise and report any concerns about a child's welfare. The manager has implemented thorough procedures to help her to work with families and other professionals to ensure that children's welfare is quickly supported.

### Quality of teaching, learning and assessment is good

Staff are skilled at supporting children to think about what they are doing, to consider why things are happening and how simple problems can be solved. For example, staff use simple questions to extend children's curiosity as they use sand and water to balance large scales made with buckets. Staff stand back and enable the children to explore why one bucket is too heavy. They offer encouragement as children experiment with different tools, such as big and small spades, to try to empty the bucket. They help children to develop and practise new skills, and become confident in their abilities to meet simple challenges. Well-considered and exciting activities enable children to experiment with different materials. For example, younger children spend a long time using their senses, such as touch and smell, to explore chocolate-scented play dough.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the setting. They play well together in the stimulating environment and benefit from being able to share their experiences with their friends. Children have a good understanding of their role in keeping themselves and others safe. For example, a child at the top of the slide informed another child that they needed to be a 'bit careful' as the slide was 'slippy'. Children behave well. Staff are consistent in reminding children about aspects of behaviour and praising children for sharing and turn taking. Children show a really good understanding of their own feelings and those of people around them. For example, picture cards which show different situations encourage the children to discuss how they would feel in the same situation.

### Outcomes for children are good

Children make good progress from their starting points. They learn a wide range of key skills to help them in their future learning and development. For example, simple daily activities, such as tidying up and washing their own cups at snack time, help children develop strong independence and self-care skills.

## Setting details

<b>Unique reference number</b>	127083
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068452
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Carmel Caterpillars Pre-School Committee
<b>Registered person unique reference number</b>	RP522943
<b>Date of previous inspection</b>	5 June 2014
<b>Telephone number</b>	07946 547347

Carmel Caterpillars Pre-School registered in 1974 and is based in Sittingbourne, Kent. The pre-school operates during term time only. It opens on Tuesday to Friday from 9.15am to 2.45pm. The provider employs 12 staff. The manager, deputy and seven other staff hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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