

Caterpillars Pre-School Walton



Cromwell Community Centre, St. Johns Drive, Walton-on-Thames, Surrey, KT12 3NH

Inspection date	2 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 high expectations of the children in her care. Funded children, those who speak English as an additional language, and children who have special educational needs (SEN) and/or disabilities, are monitored closely to ensure they receive extra support if required.
- Staff genuinely care for all children. They treat them as individuals and follow their progress and achievements well to plan for their future development.
- Partnerships with other professionals are good. Staff regularly share and seek information to provide children with a joined-up approach to their learning. For example, speech and language specialists work alongside staff to target children's specific language skills and introduce new ways of teaching and sharing ideas.
- Children are happy and engaged. They settle well and build strong emotional attachments to their key person and the other members of staff.
- Staff provide an enjoyable and exciting environment that helps children to become motivated in their learning and to make their own independent choices. They can readily access all resources and this helps to build on their curiosity in their play.

It is not yet outstanding because:

- Occasionally, senior staff miss some opportunities to help staff accurately reflect on their practice as well as they could.
- Staff do not always deploy themselves well to support other members of staff to continually meet the needs of the children.

What the setting needs to do to improve further

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

- use the monitoring system for observing staff practice even more effectively to help staff to become more reflective in their practice and improve the quality of teaching
- review the deployment of staff so that the needs of all children are continuously met.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning and development.
- The inspector held discussions with staff members around the planning and observations taken of children's developmental stages. She tracked specific children and held conversations with their key person.
- The inspector carried out a joint observation with the manager and they evaluated the findings together. She also held discussions with all staff about their knowledge of child protection.
- The inspector spoke with parents and children at appropriate times throughout the inspection and took account of their views and comments.
- The inspector sampled a range of documentation, including staff suitability checks, policies and procedures, and the setting's self-evaluation report and action plan for future improvements.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant in their protection of children. They recognise the possible signs of abuse and the procedures they would follow to report any concerns about a child's welfare. The manager encourages and supports the staff in their professional development. They attend and complete regular training to keep their knowledge and understanding up to date. The manager monitors and tracks all of the children's progress carefully. This effective system allows her to quickly identify any gaps in their learning. The process of self-evaluation is good and involves the parents, staff and children in helping to identify specific areas for improvement. For example, recent parent feedback identified that changes to the assessment reports were needed to help them to be more involved in their child's achievements.

Quality of teaching, learning and assessment is good

Staff know children well. They understand the importance of observing and tracking children's progress. They use this information well to precisely plan for the next steps in their learning. Staff value the partnerships they have with parents and keep them up to date with daily discussions and termly meetings. Staff help children to use early mathematics in their play. For example, they start to recognise the different size of items as they compare and sort them into equal piles. Staff help children to develop a love of stories and early literacy. For instance, children enjoy the interactive story sacks and use the characters inside to re-enact their favourite stories.

Personal development, behaviour and welfare are good

Children become independent quickly. They are encouraged to try new things to help build on their confidence and their self-esteem. Staff are positive role models who are helping children to understand about boundaries and the expectations of them. Children are kind and are starting to understand how to share and take turns. For instance, older children help the younger children to build the trickier pieces of the train tracks. Staff help children to gain an early understanding of how to care for themselves and to be healthy. For example, they enjoy making rainbow fruit kebabs for snack time and have daily access to the outdoors.

Outcomes for children are good

All children make good progress from their initial starting points. They are engaged, excited and enthralled in their learning. For example, they enthusiastically participate in the attention bucket group activity, during which they learn about real things, such as musical instruments, that make certain noises. Children are given time to explore with their imagination and are learning to care for those around them. For instance, as they dress up in a doctor's coat, they use the stethoscope to listen to the doll's heartbeat.

Setting details

Unique reference number	EY494974
Local authority	Surrey
Inspection number	1033813
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	27
Number of children on roll	18
Name of registered person	Caterpillars Pre-School Walton Limited
Registered person unique reference number	RP907644
Date of previous inspection	Not applicable
Telephone number	01932243224

Caterpillars Pre-School Walton registered in 2015. It is located in Walton-on-Thames, Surrey. The pre-school is open from 9am to 2pm on Monday, Wednesday and Friday, term time only. The pre-school employs five members of staff. Of these, the manager holds a level 6 childcare qualification, two staff hold level 3 childcare qualifications, and one staff member is qualified to level 2. Funding is accepted for the provision of free early years education for children aged two, three and four years.

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