

Caterpillar Pre-School of Battle Baptist Church

Battle Baptist Church, Mount Street, BATTLE, East Sussex TN33 0EG



Inspection date	18 July 2019
Previous inspection date	15 January 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff are extremely ambitious and committed to providing an environment where children thrive and make rapid progress from their starting points. Staff place a sharp focus on monitoring children's learning to offer rich, varied and imaginative experiences to engage and motivate children to learn.
- Children have wonderful opportunities to explore natural resources. For example, they experiment with different kinds of fruit and cereals and learn how to pour, mix, and use utensils to cut and chop. They discuss healthy eating and the benefits of eating fruit and vegetables. There is a clear focus on mathematical and literacy skills. For example, children are encouraged to recognise numbers through play-based activities; they count and recognise letters and the sounds they represent, and follow recipes from a cookery book.
- Partnership with parents is exceptional. Excellent communication ensures that parents feel totally involved in their child's learning and development. Parents comment on how well informed and valued they feel. They say the consistent high level of support they receive ensures that their children make the best possible progress.
- The manager and staff go beyond expectations to provide a positive learning environment. The attention to detail with resources and activities contributes to children successfully becoming independent learners. Children's concentration levels and attention skills are impressive. They listen intently and are highly responsive to adults and one another. During outside play, children thrive in helping each other and are insightful and respectful of one another.
- The manager actively seeks to develop the provision. She implements robust self-evaluation processes and gathers the views of parents to drive forward improvement. For example, recent training on speech and language, phonics and literacy skills has contributed to enhancing children's learning and development.

What the setting needs to do to improve further

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

- enhance further the excellent opportunities for children to learn about similarities and differences around them.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times during the day.
- An additional inspection visit was conducted on 18 July 2019 to complete the inspection.

Inspectors

Gorete Farkhad
Jo Caswell

Inspection findings

Effectiveness of leadership and management is outstanding

The manager and staff continuously strive for improvement. Staff work closely with parents to find out about their children's interests and abilities. Staff are knowledgeable in following appropriate procedures in the event of any concerns about children's safety and welfare. Safeguarding is effective. Rigorous risk assessments are in place that help protect children from harm. Staff speak of the excellent support they receive from managers and how they have supported them to gain new qualifications, through effective supervision and professional development. Robust recruitment and highly effective monitoring of staff's performance are firmly embedded in practice.

Quality of teaching, learning and assessment is outstanding

Teaching is outstanding. Staff are highly engaged in supporting children's learning. They meticulously plan for children's unique needs, abilities and interests. They engage in children's play very enthusiastically. For example, in a water activity outside, staff provide resources such as buckets, and challenge children to think of different ways of transporting water. Staff actively support children to take risks in their play, under constant supervision. For example, children adeptly practise their physical skills by using ladders to climb to the roof of the playhouse. Staff use excellent resources and develop children's awareness of mathematics and technology. For instance, using tiny pegs, children learn to count and correctly recognise numbers. They confidently practise their measuring skills by using rulers and string.

Personal development, behaviour and welfare are outstanding

Staff nurture children's development superbly well by placing high emphasis on their individual emotional needs. Nutritious, freshly prepared snacks support children's health and well-being. Children develop excellent independence skills as they make choices and use utensils safely. Children have access to a safe and stimulating play area where they enjoy fresh air and develop a range of physical skills, such as running, jumping and climbing. Children develop an excellent awareness of their own welfare needs. For example, staff teach them about the safety of using sun cream and wearing a hat. Children form exceptional relationships with the staff. They approach them readily for comfort and support, and this contributes significantly to their emotional well-being. Children's behaviour is exemplary.

Outcomes for children are outstanding

Children make exceptional rates of progress from their starting points. They are enthusiastic and confident to learn and this prepares them extremely well for starting school. Children engage in an extensive variety of activities that are stimulating and engaging. For example, children delight in learning how to bake cakes. They take part by mixing, measuring and using the sieve, and excitedly make predictions as to what will happen to the cake mix. The environment is rich with number and word displays, encouraging early mathematical and reading skills. Children develop an impressive range of vocabulary through their play. For example, as children played with dinosaurs, they could confidently name a tyrannosaurus, velociraptor, triceratops and spinosaurus.

Setting details

Unique reference number	EY446923
Local authority	East Sussex
Inspection number	10112938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Caterpillar PreSchool Committee
Registered person unique reference number	RP531623
Date of previous inspection	15 January 2013
Telephone number	01424774997

Caterpillar Pre-School of Battle Baptist Church opened in 1985 and re-registered as a charity-run group in 2012. It operates from within Battle Baptist Church and has its own dedicated playroom, with regular use of the main church hall and occasional use of other facilities in the premises. The pre-school is open Monday to Friday from 9am to 3pm, during school term time. Out-of-school care is provided between 3pm and 5.30pm for children aged from two to eight years. Occasionally, a summer holiday club operates. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are seven members of staff, all of whom hold appropriate early years qualifications. The manager is qualified to degree level and also holds early years teacher status. The pre-school provides funded early years education for children aged two, three and four years.

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