

Caterpillar Day Care

Inspection report for early years provision

Unique Reference Number	EY219575
Inspection date	26 November 2007
Inspector	Alexandra Cole / Shaheen Matloob
Setting Address	32 Stansfield Road, Todmorden, Lancashire, OL14 5DL
Telephone number	01706 817695
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Registered person	Caterpillar Daycare
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Caterpillar Day Care has been registered since 2000 and is run by a private company. There are three playrooms within the building catering for differing ages of children and an enclosed outside play area. The nursery is situated near the town centre of Todmorden and it serves families from the local community. It is open Monday to Friday from 07.30 until 18.00 for 51 weeks a year.

There are currently 69 children on role from birth to 11 years. The nursery is registered for 35 children including nine children under two years. There are three funded three-year-olds who attend at the moment. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities.

There are six full time staff and four part time staff who work with the children. Of these, four staff hold a level 3 qualification and four staff hold a level 2 qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who have a sound understanding of the setting's health, illness and hygiene procedures. Children learn and understand simple hygiene practices through daily routines. They wash their hands before meals and begin to understand that they need to wash their hands to prevent germs. Nappy changing and disposal procedures are hygienic and staff wear disposable gloves and an apron to maintain the good levels of hygiene. Younger children have bibs and flannels, and tables are cleaned using anti-bacterial cleaner. A clear illness management policy, which is understood by staff, ensures that children are protected from infection. Staff follow appropriate procedures in the event of a child being ill at nursery. Accident records fully meet requirements and the majority of staff hold valid first aid certificates in order to protect children and promote their safety.

Children learn about healthy living and exercise through discussion. They participate daily in outdoor play and understand the benefits of physical exercise, such as when they tell the inspector 'skipping is good'. They begin to recognise changes to their bodies after physical activity, such as feeling tired and needing a drink. Children are able to rest, sleep and be active according to their needs. Younger children are able to be active through appropriate levels of support and supervision. For example, staff encourage children to take steps by holding their hands.

Children benefit from a varied and healthy diet that caters for their individual needs and respects parents' wishes regarding food and drink. The nursery employs a cook, who follows rigorous hygiene procedures as outlined by the Food Standards Agency, and the setting has gained four out of five stars for hygiene on the 'scores on doors' scheme. Appropriate records indicate dietary requirements and preferences, and children's individual needs are catered for in accordance with parents' wishes. Children learn about healthy eating through discussion. They begin to develop an understanding between healthy and bad food and know that 'milk is good for you' and that 'sweets' are not healthy because they will make 'your teeth come off and you will go to the dentist'.

Children develop physical control of their bodies through outdoor play and the use of equipment, such as bikes, scooters, tunnels, slide and climbing frames. Children manage bikes and other wheeled toys to create intended movements as they negotiate other children and avoid objects. Children enjoy riding on the 'wobble bike' and develop coordination and balance as they wobble the steering wheel and push off the floor using their feet. Children have a positive sense of space as they organise staff to stand in a line of 10 and give them instructions of where they have to run to and participate in ring games. They use their bodies to crawl through tunnels and under and over small spaces within the climbing equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a warm and friendly environment where each child is warmly welcomed by staff. Children's work, posters and photographs are displayed attractively around the nursery, which creates a child-friendly atmosphere and gives children a sense of belonging.

Staff take adequate steps to promote children's safety and relevant safety procedures are in place to prevent accidents. However, at key times during the day there are insufficient staffing ratios which impacts on children's supervision and safety. The nursery provides safe and well maintained furniture and toys that are checked daily as they are set out. Any broken items are discarded to prevent accidents. Arrival and departure procedures ensure that each child is passed to a member of staff and a member of staff acknowledges that a child has left the building. Additionally staff ensure that they are only collected by a designated person. Children learn to keep themselves safe and avoid accidental injury as staff point out dangers. For example, staff tell children not to stand on a chair because they might fall off. The setting has a suitable procedure in the event of a child going missing. Although, they do not have a procedure in place for children who are uncollected.

The setting has relevant fire safety procedures in place which are practised and recorded. However, these procedures are not clearly visible within the setting. The setting uses transport to take children to school, but they currently have no written parental consent to transport children in the vehicle used.

Children are safeguarded because staff have a suitable understanding of child protection issues. They recognise their responsibility to ensure that the settings procedures are followed to safeguard children's welfare. However, they are unclear about who the designated person for child protection is and their role. Visitor records are maintained and suitable procedures are in place to protect children from persons who are not vetted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are broadly happy and settled in the welcoming setting. Older children happily talk about why they enjoy coming to the nursery 'because their friends come' and they 'like doing jigsaws'. Children are involved in a range of activities, which appropriately support their development and learning. They enjoy looking at books on a one to one basis as they cuddle up to staff. They sit on a comfortable chair and point to pictures and repeat words to the pictures that they are familiar with, such as baby, cat and carrot. Children play in the home corner with play food and are happy to share their make believe toast with adults and explain that they like bananas the best.

Children are becoming confident to make decisions, explore and investigate with creative activities as they create angels for the festive season. They choose materials to decorate their angel and express excitement, such as 'whoa' when they look at the choice of materials on offer. Staff support children by offering assistance when required. Children recognise primary colours as they identify certain colours used for their activity. They are proud of their achievements as they excitedly show staff their finished product.

Children in the baby room have good relationships with each other and play together cooperatively. Staff are caring and attentive to children's needs and provide comfort and reassurance when they are upset. Children enjoy playing peek-a-boo with a member of staff as they look into a low-level mirror. All children enjoy singing their favourite nursery rhymes and join in with the actions enthusiastically. Children enjoy construction as they use commercial construction kits to create objects of their choice. They understand that tools are used for a purpose as they use a saw to cut and explain that a hammer is to bang.

Children in the pre-school room have good opportunities to listen to stories as they enthusiastically join in with the story 'Hello is that Grandma'. They show a keen interest in the illustrations and fully participate in the story, frequently repeating words and pointing out things, such as 'Look he's baking' and 'it's got a cherry on the top'. Staff extend children's learning by using props, such as a telephone, to allow children to imitate the characters in the story. This prompts further discussion about the types of telephones that children have at home. Children thoroughly enjoy the story which is animated and interesting.

Nursery education

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the Foundation Stage and of how children learn. They plan a suitable range of activities and experiences to cover most areas of children's learning. However, there is insufficient planning to create opportunities for children to use information and communication technology impacting on their ability to know how to operate simple equipment. The system of planning and assessment fails to address ways of further developing children's independence. Although observations of activities are undertaken to evaluate how effective the learning opportunity is, these evaluations are not extended in order to identify the next steps in children's learning.

Staff know the children well and give them opportunities to contribute their ideas through general conversation. They are secure and self-assured and complete daily routines with confidence. Warm and caring relationships are apparent between the staff and children and they are happy to arrive at the setting. They are given responsibilities to increase their self-esteem and to have a sense of belonging, such as collecting the cups after snack and achieving a sticker after helping to tidy the toys away.

Overall children make satisfactory progress in all areas of learning. Children are beginning to develop early reading and writing skills, through the use of the mark making area where they are able to ascribe meaning to marks and as they confidently handle books in the book area. They are learning to recognise the letters in their name through the use of a self-registration system. Children can recognise basic numbers and colours and are able to complete puzzles and put the pieces in the correct spaces with little intervention.

Children are cared for in an environment where they can independently select activities that are laid out for them and self-select from other resources; encouraging choice and promoting their decision making skills. They are developing an understanding of the natural world through activities, such as looking at bugs and beetles whilst on a walk and when a pet chameleon was brought into the nursery. Children develop their creativity as they have access to the painting easel and activities, such as gluing and making a festive decoration.

Helping children make a positive contribution

The provision is satisfactory.

All children are treated as individuals. Staff ensure that all children are valued and their individual needs are met. They ensure that all children can take part in activities appropriate for their needs and abilities, and the setting is successful in promoting and inclusive provision for all children. Children are encouraged to show appreciation of other cultures and beliefs by looking at books or handling a range of cultural items. They benefit from activities and resources which develop children's understanding of diversity and the wider world, and through the promotion of festivals and special events.

Staff are proactive when caring for children with learning difficulties or disabilities. They take appropriate action and work well with parents and relevant agencies to promote the welfare and development of children within the setting. Comprehensive records and educational plans ensure that children's developmental needs are met and that they are fully supported in the setting to achieve their full potential.

Children learn to respond to expectations for their behaviour as strategies used are consistent, and sensitive explanations take into account children's age and understanding. However, Staff are unaware of whom the designated person is for behaviour management issues. Children have clear boundaries for their own safety and that of their peers. As a result, children are well behaved and polite. Older children are encouraged to help to tidy up and they play together harmoniously, and show caring attitudes when others are upset by asking them if they want a tissue. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. The setting and staff recognise that parents are the first educators of children and the nursery supports this essential work. Parents are made aware of the nursery policies and procedures through the introduction and settling in period. They are kept informed of children's activities and well-being through daily verbal communication and regular newsletters. A 'what I did today' daily sheet informs the parents of younger children about their day and routines. Written records in relation to the Foundation Stage are shared with parents through parent's evenings. However, currently there are insufficient systems in place to involve parents in their children's learning in meaningful ways. Staff have positive relationships with parents and work sufficiently well together to meet their individual needs. As a result, Parents comment that they are 'happy with the care and find the staff friendly and approachable'

Organisation

The organisation is inadequate.

The premises are organised appropriately to provide play and learning opportunities for children. The staff have a sound understanding of child development and a positive regard for the well-being of children. However, children's needs are insufficiently met as at key times during the day staffing ratios do not meet minimum requirements. Recruitment and vetting procedures contribute to children being protected. All staff have induction training which covers policies and procedures and health and safety, although they are unclear about whom the designated persons are for child protection and behaviour management issues.

Legally required documentation is adequately maintained and organised, with the exception of attendance records for children and staff, which are inaccurate and not up to date, and a policy for uncollected children. The setting's policies and procedures are suitable and generally work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Record keeping systems are used appropriately to meet children's needs. Overall, the provision does not meet the needs of the range of the children for whom it provides.

The leadership and management of the nursery education is satisfactory. The staff work hard as a team to provide activities that promote children's development. However, only designated staff are involved in the planning for the curriculum in order to help children to develop in all areas of learning. Insufficient systems are in place to ensure all staff working with the children are involved in the planning. Consequently, when the designated staff are not present, covering members of staff are unable to effectively deliver the curriculum. The staff are able to identify

their strengths and weaknesses and have a positive attitude to improvement. They have a commitment to attending training in order to provide an appropriately qualified and skilled workforce.

Improvements since the last inspection

At the last inspection recommendations were made regarding staff facilities, hygiene practices, information given to parents and child protection training. Satisfactory progress has been made. Staff now have a separate toilet and an area available for breaks that is away from areas used by children. Hand washing facilities have been improved, parents have access to their child's developmental record on request and the designated member of staff has attended child protection training. These improvements contribute towards the suitable safety and care of children.

In relation to improving the provision of nursery education, recommendations were made that required the provider to develop the organisation of mark making experiences, access to technology and to improve the system of planning and assessment. Although the setting have improved children's access to resources that encourage their early writing and reading skills, there is limited provision for children to learn how to operate simple equipment. The system of planning and assessment has been reviewed but evaluations of activities do not clearly identify the next steps in children's learning.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- devise a procedure for children who are uncollected
- ensure that all staff are aware of who the designated person is for child protection and behaviour management issues and their role and responsibilities
- ensure that minimum staffing ratios are maintained at all times

- ensure that attendance records for children and staff are accurately maintained and up to date.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a system to involve parent's in their child's learning, in meaningful ways
- review the system of planning and assessment to ensure children are given further opportunities to develop their independence and to use information technology
- ensure all activities are evaluated in order to identify the next steps in children's learning
- ensure that all staff working with funded children are involved in the planning for the delivery of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk