

# Caterpillar Day Care

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY219575
<b>Inspection date</b>	29 May 2008
<b>Inspector</b>	Rasmik Parmar
<b>Setting Address</b>	32 Stansfield Road, Todmorden, Lancashire, OL14 5DL
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<b>Registered person</b>	Margaret Ellis
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Caterpillar Day Care has been registered since 2000 and is run privately by an individual. 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 74 children on roll from birth to 11 years. The nursery is registered for 35 children including nine children under two years. There are currently 15 funded children. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities. The nursery also provides care to school age children before and after school and during the school holidays.

There are seven 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, and three are nearing completion of level 3.

The nursery receives support from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

The environment is clean and well maintained, as staff follow set cleaning routines. Antibacterial spray is used to clean the tables at snack and meal times. Children are effectively supported in developing suitable hygiene routines. For example, children independently use the toilet and wash their hands with liquid soap, drying their hands on paper towels. Good procedures, such as staff wearing disposable gloves for nappy changing, helps sustain good levels of hygiene and prevents cross-infection. Relevant documentation is in place to record accidents and administration of medicine, which helps to protect children's welfare.

Children enjoy plenty of exercise, which is good for their health. Staff have a sound knowledge of the 'Birth to three matters' framework; they use the guidance well to provide a range of physical play experiences for babies and young children. Babies are encouraged to stand, crawl and extend their own physical skills through interaction with the caring staff. A wide variety of activities helps older children gain increasing control of their bodies. For example, as they play on the climbing frame or slide outdoors. Children are able to rest and be active according to their needs. Furthermore, an independent teacher visits the nursery on a weekly basis and provides extra curriculum based dancing lessons in unison with rhythmic music.

Snack and meal times are social occasions when children talk with their friends and staff. The nursery employs a cook and provides all meals and snacks for the children, including breakfast, lunch, snack and a light tea. The nursery provides only vegetarian food and the use of pulses and lentils ensures that a balanced diet is available to all children, including fresh and dried fruit for snack. Foods from different cultures around the world help to make eating fun and enjoyable for children, who have eaten vegetable samosas, curries with naan bread and rice. Children have been involved in regular baking where they have weighed simple ingredients and followed a recipe, using child size rolling pins and pastry cutters to create products, such as buns and scones, many of which are taken home to the delight of the parents. Children's independence is further promoted as younger toddlers and babies have named bottles of water and older children have a jug of water so that they can pour their own water into cups when they are thirsty.

Children's independence is encouraged, as they feed themselves. Young children are supported by staff and babies are held when being bottle fed. Children's healthy development is being fostered as staff show a clear understanding of their individual dietary requirements and allergies.

Children are gaining knowledge and understanding of how food keeps them healthy through topic based activities. However, they are not learning how to make the connection between where food comes from or planting their own vegetables in the garden and seeing them grow from seed before eating them. Also, older children are not given the opportunity to serve themselves during meal times, including setting their own cutlery, as part of promoting their independence.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy a wide range of stimulating activities in a safe environment. They use furniture and equipment that is safe and suitable for its purpose. Space is used well, including outdoors, to promote children's independence and to promote their all-round development. Children access most resources freely and choose activities from a wide variety to suit all abilities and preferences.

Children benefit from good safety procedures and risks are minimised through risk assessments carried out for all areas of play. Staff are vigilant throughout the day and carry out safety checks to ensure continued safety for all children. All equipment used conforms to safety standards and fire drills are carried out to familiarise children with the process of fire safety.

Children are well protected because staff understand their role in safeguarding children. There is a nominated person who has completed relevant training along with other members of staff. There are clear procedures in place, which all staff are able to put into practice when necessary, including literature and a flow chart to guide them should they need to make a referral.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are encouraged to be confident and develop their independence by the welcoming staff. Children feel safe in the environment and are well settled. The resources are invitingly laid out so that children can access them easily. Toy boxes have written labels of what is inside them, helping children to find and select what they need. Staff offer children lots of valuable praise which helps them to develop their confidence. Children attempt new activities with the support and guidance of staff.

Staff working with babies use facial expressions and eye contact to communicate with them. Children show an active interest in their play, which is fun and meaningful. In each room the layout enables all children to choose and be fully involved in their play. The baby room, toddler room and pre-school room have attractive displays that are at a low level so that children can fully appreciate them, touching them and exploring the different textures. Children participate in a range of activities, such as puzzles, painting, exploring nature, play dough and dressing up in different clothes. Staff are attentive to children's needs and are always at their level, ready to join in with their play.

Children under three years of age are given many good opportunities to learn and develop their skills. Activities are provided in line with the 'Birth to three matters' framework. Simple information about the types of activities participated in, examples of artwork and photographs are recorded. In addition, staff write observations throughout the day and the next steps in learning are identified, recorded and used for future planning.

## **Nursery Education**

The quality of teaching and learning is good. Children benefit from staff knowledge and understanding of the Foundation Stage. Key workers are involved in the planning process. This helps them to understand how to make useful observational notes and to see the impact of their planning and delivery of the early years curriculum on children's progress. Children of all ages are sufficiently challenged and resources are used effectively in most areas. Children learn

through first-hand experiences and benefit from good behaviour management strategies, which help them to develop good relationships with each other. Children with learning difficulties or disabilities are particularly well supported as staff liaise with parents and outside agencies to effectively meet the specific needs of the child.

Staff allow children to learn and develop through daily routines, and by becoming familiar with the areas of learning. Children are allowed to discover and have fun which helps to promote confidence and self-esteem. They benefit from encouragement to foster writing for different purposes. Children speak well and contribute to group discussions effectively. They listen attentively in group story sessions. Children learn to write for different purposes.

Children are gaining a concept of mathematics through their everyday routines so that they gain an awareness of its proper uses. Children are learning about size, shapes, weighing, counting and matching through activities planned to bring out those outcomes, such as baking. Children are learning to solve problems through table top jigsaws and are choosing suitable components for construction and junk modelling.

Children's understanding of technology is enhanced as they use the computer to play educational games. They learn about the seasons and their effect on plants and animals. Topics on celebrating festivals around the world help children to broaden their horizon by learning about different cultures and ways of life.

Children are developing skills in the use of a wide range of equipment, such as scissors and stencils. Their balance, coordination and strength is promoted well through the use of a wide range of large equipment, which includes a climbing frame. Their spatial awareness and stamina are fostered effectively as they enjoy using a wide range of physical equipment to support this. They are gaining an awareness of the effect of exercise on their bodies as they participate in physical activities, such as skipping and hula hoops.

Children are encouraged to express themselves artistically through a variety of methods, including dressing up and role play, singing songs and making music. They experiment with a wide range of tactile materials, such as play dough, hand printing, and junk modelling to express themselves creatively. Their artwork is beautifully displayed on the walls and ceilings as a celebration of their achievements and helps to build their self-esteem.

### **Helping children make a positive contribution**

The provision is good.

Children are well-supported in being able to feel fully included in the setting. The nursery ensures all children have fair and equal access to resources. Children are helped to feel valued and included. They are consulted about, for example, what they enjoy and want to play with and their views are respected. They are able to play with a full range of toys and resources without discrimination. Children benefit from activities and resources that help them value diversity. They become aware of the wider society through playing with toys, such as dolls and books, celebrating different festivals and dressing up in different cultural outfits.

Children who have learning difficulties and disabilities are well cared for and are given appropriate levels of support whilst at the setting. The nursery takes positive steps to support them, for example, working with parents and external agencies for consistency in approach, and staff have some awareness of adapting activities to support individual children.

Children are fully aware of boundaries and expectations within the nursery. They know the daily routine well and play an active part in the life of the setting. For example, they help to tidy away toys before meals. Opportunities are provided for children to work independently and as part of a group, sharing and taking turns with resources. Challenging behaviour is appropriately managed in order to support their well-being and to help them distinguish between right and wrong. Consequently, children behave well. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers of children who receive nursery education is good. Parents are given good information about nursery education through regular newsletters and through the individual child development records, where they are able to add their comments and share their child's experiences. Parents are able to discuss verbally with key workers their child's progress at any time. They are also invited to parents' evenings to share information about their child's progress. Parents are welcome to make their comments known through the suggestions box and they have opportunity to share their skills with children, such as bringing unusual pets to the nursery.

### **Organisation**

The organisation is good.

Children are settled and relaxed in a well organised environment, so that they grow in confidence to promote their own learning. The proprietor ensures that appropriate procedures are in place to ensure that all staff are suitable to work with the children. Staff are well deployed, each knowing their roles and responsibilities, so that the children's daily routines are well-organised and their needs are met.

Children's welfare is promoted well through good record keeping. Records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared effectively with parents so that children benefit from a good working relationship between staff and parents.

Leadership and management is good. The proprietor takes an active part in the nursery and monitors the nursery education with support from an Early Years Advisory Teacher. As a team staff are enthusiastic and have a positive outlook for children who receive nursery education. To this end they have recently evaluated their practice to improve the provision for children and to enhance their learning and progress. The work-load, including planning, is shared between the whole team to ensure that they are each familiar with the delivery and working towards activities being planned to support individual children.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider had the following actions to meet: 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; and ensure that attendance records for children and staff are accurately maintained and up to date.

The provider has now ensured that there is a written procedure for uncollected children. All staff are now fully aware of that the proprietor is the designated person responsible for child

protection and behaviour management and all staff are aware of their roles and responsibilities for the overall welfare of children in their care.

The proprietor has now employed two additional part-time staff and an existing part-time staff member has been made full time in order to ensure correct staffing ratios are maintained throughout the nursery at all times. The attendance register for all children is accurately maintained when children arrive and depart and the register for staff is also maintained and kept up to date so that the nursery can effectively organise appropriate care of children.

Also, at the last inspection, the provider was recommended to: devise a system to involve parents 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; and ensure that all staff working with funded children are involved in the planning for the delivery of the Foundation Stage curriculum.

The provider has now ensured that parents are involved in children's learning by being able to input into their child's development records, which have now been linked to the Early Years Foundation Stage. Also, parents of children receiving nursery education are provided with their own regular newsletter to keep them informed about the Foundation Stage. Hence, a better partnership with parents has now been established to ensure parents are kept informed of their child's development.

The provider has now ensured that planning and assessment are linked to the Early Years Foundation Stage and has changed activities from worksheets to activities which are led by children. Staff then plan more activities to further develop children's interests. Also, there is now more opportunity for children to use information technology by having access to suitable programs on the computer, a cassette player and microphones. Furthermore, staff providing nursery education now evaluate all activities and then plan ahead with the suitable steps necessary to further the child in the next stage of development. This ensures children are enjoying and achieving.

The provider has now ensured that all staff working with funded children are involved in the planning for the delivery of the Foundation Stage curriculum. The provision has received input from an Early Years Advisory Teacher, part of the Early Years Development and Childcare Partnership and staff have completed training in the Early Years Foundation Stage, ensuring all six areas of learning are suitably offered to children receiving nursery education. This organisation ensures that children are learning.

### **Complaints since the last inspection**

Since the last inspection 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.

## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

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

- improve knowledge of healthy eating by making connections between where food comes from and how it is prepared.

#### **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):

- encourage more independence at mealtimes for older children by providing opportunity for them to serve their own food.

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