



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200795

DfES Number: 510697

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Shami Kumar

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	CATERPILLAR NURSERY
Setting Address	ULLSWATER AVENUE LEAMINGTON SPA WARWICKSHIRE CV32 6NH

REGISTERED PROVIDER DETAILS

Name	The Committee of Caterpillar Nursery
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ORGANISATION DETAILS

Name	Caterpillar Nursery
Address	Ullswater Avenue Leamington Spa Warwickshire CV32 6NH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Caterpillar Nursery has been registered since 1985. The nursery operates from a cabin within the grounds of Brookhurst School, which is north Leamington Spa. The premises comprises of a main classroom with a kitchen/office and a toilet area. There is a fully enclosed outdoor play area. Most children live locally and tend to move on to the local schools in the area.

There are currently 34 children on roll. This includes 13 funded three-year-olds and 14 funded four year olds. The setting currently supports children with special educational needs, and who speak English as an additional language.

The nursery is open from 09.00 to 12.45 and 1300 to 1530 for sessional care, or from 09.00 to 15.30 for full day care. The nursery is open during term time only.

The group is run by a committee consisting of parents and staff. There are five staff available to work with the children, some of whom work on a part-time basis. Four of the staff have a relevant Early Years qualification. The setting receives support from an advisory teacher who is attached to the Early Years Development and Childcare Partnership. The nursery are members of the Pre-School Learning Alliance, and work very closely with the reception class teacher based in the school.

How good is the Day Care?

Caterpillar Nursery provides good care for children between the ages of two years nine months to under five years of age.

All indoor and outdoor areas were observed to be safe and secure with appropriate safety precautions in place. Risk assessments are carried out regularly to identify any hazards. Equipment, toys and resources are regularly cleaned and checked. The nursery records any accidents and incidents, which take place and any medication administered clearly. The nursery follows good hygiene practices, which are incorporated, into the daily routine. The children are provided with drinks and snacks, which take into account individual dietary requirements.

All staff are involved in organising activities for the children. Children are well behaved, and staff encourage them to be independent, share and take turns. Children play well together individually and in groups. There is a good key worker system in place and the children are given individual attention. The nursery provides a broad range of activities indoors and outdoors which promote children's learning in all areas, and these reflect positive images and equal opportunities. Good use is made of available space both indoors and outdoors and the rooms are laid out to allow children easy access to resources. There are opportunities for the children to explore, investigate and use their imagination using a variety of creative and constructive activities.

A good partnership exists with parents who are kept well informed about the nursery and their child's day through daily verbal feedback, children taking things home, termly meetings, newsletters, being part of the committee, etc. All documentation is in place and is completed comprehensively. The nursery has a policy in place for uncollected children, and lost children are mentioned, but the policy needs to be extended so that there are clear procedures in place.

What has improved since the last inspection?

Not applicable, as no actions were raised at the previous inspection.

What is being done well?

- Premises indoors and outdoors were observed to be safe and secure and regular risk assessments are carried out to identify any hazards.
- A good partnership exists with parents. Children are cared for according to parent's wishes and they are kept well informed of their child's day.
- The children have access to a broad range of indoor and outdoor toys, activities and resources that enable children to develop in all areas of learning. They have good opportunities to explore, investigate and are interested in their play.
- Children are well behaved, they respond well to clear instructions and are encouraged to share and take turns.

What needs to be improved?

- the extending of procedures for lost or missing children.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the procedures in place in the event of a child being lost are clear.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Caterpillar Nursery provides a welcoming environment where children are happy and are making very good progress towards the early learning goals. This is a result of skilful methods used by staff to engage children's interest and imagination. The children are motivated well and have good concentration skills. The children behave well. They are becoming confident, independent, work and play together, with and without adult support, children's independence could be further enhanced by them continuing to access resources freely.

The quality of teaching is very good; staff have a secure understanding of the foundation stage. The children are provided with a stimulating range of practical activities in all areas. Children with special educational needs and children with English as an additional language are well supported. The planning and assessment recording are completed by the key worker, and ensure that individual needs of all children are met. Staff interact effectively with the children and challenge and stimulate them by using excellent open-ended questions.

Leadership and management of the group are very good. Staff provide a friendly, relaxed and caring atmosphere. They work well together, support each other, and have clear direction of where they are to be deployed. Staff are encouraged and supported to undertake further training. There is a strong commitment to monitoring developing and improving practice. An appraisal system is in place for staff, and there are regular staff meetings to discuss any issues. There are good systems in place for the nursery to assess its own strengths and weaknesses.

Partnership with parents and carers is very good. Parents are given information about the provision, and they are aware of the policies and procedures. Parents are involved in their child's learning by completing profiles on their child and being invited to attend meetings to discuss their child's progress and development.

What is being done well?

- Children are well behaved. They are given good encouragement to develop consideration for others and consequently they are able to show self-control and the need for acceptable behaviour.
- Children are beginning to concentrate, listen attentively, and are confident and sociable. Children's skills in speaking and interaction are developing well. They have formed good relationships with staff and within peer group.
- Children are provided with a broad range of activities, which promote learning in all areas, and children show a lively interest and participate well. Children are beginning to be aware of their own culture as well as other cultures through toys, practical activities and resources.

- Effective links with parents and carers have been developed. Parents are kept well informed of their child's progress and have opportunities for discussing assessment records.
- Observations and assessments are used well to inform planning and to meet individual learning needs.

What needs to be improved?

- Points for consideration:
- the further development of children's independence and confidence by selecting toys and resources freely and work and play unaided.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. All members of staff have attended in house training, which has included discussions on using more open-ended questions constantly so that children are able to think for themselves, and this was observed at the inspection. There was good interaction with staff and children, who encouraged the children to think, predict and plan for the future. The planning now records the learning objectives for all areas. There is an evaluation system in place to identify if the learning objectives have been reached within activities. The assessment recording and the completing of individual learning plans for each child also covers the 6 areas of learning and monitors whether these targets have been reached.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming good relationships with staff and peer group and are becoming sensitive towards each other. Children are well behaved, developing confidence and concentration. Independence skills could be further developed. Children are eager to learn, and are developing skills in sharing, taking turns and understanding what is expected of them. The children are developing an awareness about different needs, cultures, and beliefs through a range of activities, resources and positive images.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening skills are well fostered with a good range of stories, rhymes, songs and tapes. Children learn to recognise their own name through clear labelling and name cards. Children are developing skills in writing by using a variety of tools available in the graphics area. They are beginning to talk about their experiences and are confident by readily engaging in conversation with adults. Children use the book corner freely and are learning new words and link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently as part of their everyday routine in purposeful activities. The children are learning to recognise numbers, match, compare and sort. They recreate simple patterns in different forms and learn the concept of quantity. Children's learning is consistently reinforced during play to enable them to learn simple addition, subtraction and problem solving through daily practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to learn about natural objects and materials. They learn about similarities, differences and cultures through discussion and topics. Children talk about themselves and their experiences in past and present events. There are resources for building, assembling and joining using a variety of materials. The children develop their understanding of technology skills, and are learning to observe the natural world and find out about their environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, safely, adjusting speed and avoiding collisions. Children are developing their large and fine motor skills and hand and eye co-ordination with regular use of large equipment, scissors, pencils, and threading beads. The children use the outdoor equipment confidently and imaginatively and there are learning to climb, ride, balance, and slide. Children learn about the benefits of exercise, healthy eating and recognise the changes that happen their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are learning to explore colour, shapes in two and three dimension, and different textures using a variety of activities such as painting, collage and modelling. Children recognise and explore different sounds by listening to tapes, musical instruments, singing songs, nursery rhymes, dancing, and match movement to music confidently. Children use the role play area freely and make up their own stories by using their imagination and expressing themselves creatively.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration:
- continue to enhance children's personal independence and confidence by enabling them to select toys and resources freely and work and play unaided.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.