

Caterpillars Nursery

Inspection report for early years provision

Unique reference number	EY412594
Inspection date	15/11/2010
Inspector	Patricia Dawes

Setting address	82-84 Green Lane, WOLVERHAMPTON, WV6 9HJ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Caterpillars Day Nursery is owned by a sole provider and was registered in June 2010. It operates from three rooms in a converted unit in Claregate, Wolverhampton. The nursery serves the local area and has strong links with the school and Children's Centre. The nursery is accessible to all children with care for babies and toddlers on the first floor. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 36 children may attend the nursery at any one time. There are currently 34 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of child care staff. Of these, six hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment where they are able to make good progress towards the early learning goals. They have a varied range of activities that challenge and hold their interest. This is an inclusive nursery where each child is recognised as unique and staff ensure that their individual needs are met. Partnerships with parents and relationships with other providers of the Early Years Foundation Stage are being developed to ensure a high standard of inclusion for all children. Policies and procedures are well planned, reviewed regularly and implemented. Evaluation procedures are in their early stages as the nursery are currently reviewing their practice to monitor the care and education of children. However, staff are committed to improving their skills by regularly attending training and identifying improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children have opportunities to be involved in outdoor play on a daily basis
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The nursery is led and managed efficiently on a day-to-day basis by an effective manager/owner. Staff have a secure understanding of their responsibilities to safeguard children from harm and have clear policies and procedures to ensure children's welfare, care and safety are promoted. Good employment procedures are in place. This ensures that adults in the setting are vetted for suitability, and levels of supervision are caring and attentive. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using the outside areas. This allows children to play safely both indoors and outdoors, enjoying outings into the locality. The manager regularly monitors and evaluates the quality and standards at the nursery. However, the views of the staff, children and carers have yet to be fully used within the evaluation process. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. They have sought advice and attended various training courses to increase their knowledge and understanding of the Early Years Foundation Stage.

Staff are deployed well to support children and this ensures routines run smoothly. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs. They recognise and value children's differences and display information about other cultures. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork to ensure children's safety, such as, accident and medication records and consents for outings and emergency medical treatment.

Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety and regularly practise emergency evacuation. Children are able to play in a well-organised environment where space is used very effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and benefit from the support of caring staff. Staff interventions are well considered as children are allowed to decide about their own play, work with others, or share activities with staff, according to individual needs and preferences.

The partnership with parents is good and staff keep the parents fully informed about their child's activities. A daily diary is used to give daily information about how children spend their time at nursery and parents chat to staff informally at the beginning and end of the day. Parents are fully informed about nursery activities. For example, they receive regular newsletters, daily verbal feedback and are invited to open days. Links are developing with local schools to help the children move on from the nursery. Existing links for children who may attend other settings are maintained through daily verbal feedback. The manager demonstrates a strong commitment to working with external agencies such as the local

Children's Centre to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs.

The quality and standards of the early years provision and outcomes for children

Children learn through play in a welcoming environment that offers plenty of variety, interest and relevant learning opportunities. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Staff observe and record children's starting points and activities. Observations are used to plan for children's progression across all areas of their learning.

All children are happy, relaxed and settle well into the daily routines. Babies and toddlers bond well with staff and positively respond to the high levels of care shown to them. Children play together, sharing resources and ideas, such as, building a tall tower from bricks with help from the staff. Children were very vocal in telling everyone, 'be careful it will fall over'. Children's home languages and individual cultures are fully valued and staff promote a positive awareness of diversity through discussion, positive images and the celebration of various activities. Children have recently celebrated Diwali, Bonfire night, Eid and harvest festival, producing some very colourful art work which is displayed in all rooms.

Children enjoy and undertake the range of activities provided, for example, they join in enthusiastically making sandwiches or baking cakes. Children are helped to recognise their own names and the names of their friends from their artwork being displayed throughout the nursery. Children freely access a variety of mark-making materials and use their numbers regularly throughout the day during routine activities. All children undertake messy play activities, such as, painting and sticking, which stimulates their creative development. Babies enjoy exploring different mediums, such as, shaving foam, paint and glitter. Toddlers have made currant buns, painted them and used them as props to sing the rhyme or paint to music. Children in pre-school make pictures using all kinds of materials, for example, shiny, crepe and corrugated paper, cotton wool, felt and glue sticks.

Children are encouraged in their independence and skills for the future, for example, taking part in cooking activities and helping themselves to drinks when needed. Visits from local fire officers help them begin to understand how to keep themselves safe. Effective procedures are followed by staff to ensure the health of children. For example, children are encouraged to wash their hands after toileting and before meals. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children are able to use a range of equipment that encourages the development of physical skills as well as other areas of learning. They have some opportunities to be physically active through music and movement sessions indoors, however opportunities to experience fresh air and the outdoor environment are limited.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met