

# Charlie Caterpillars Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY102780

**Inspection date**

07/12/2010

**Inspector**

Adelaide Griffith

**Setting address**

Grace International Centre, Leamore Lane, Bloxwich,  
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**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Charlie Caterpillars Day Nursery was registered in 2002. The nursery is situated in Bloxwich, West Midlands and is run by a limited company. The nursery operates from four rooms in converted offices. The nursery is open from 7.30am to 6.30pm each weekday for 51 weeks of the year. The nursery is closed on bank holidays. Children have access to an enclosed outside play area.

The nursery is registered on the Early Years Register to care for a maximum of 58 children in the early years age range. The nursery also offers care to children aged over five years to 13 years. There are 120 children aged from 12 weeks and 13 years on roll. It is registered on both the compulsory and voluntary parts of the Childcare Register. The nursery is able to support children who speak English as an additional language. It is also able to support children with special educational needs and/or disabilities. The nursery provides care and education for funded children aged from two to four years.

There are 30 members of staff, 25 of whom hold appropriate early years qualifications to at least NVQ at level 2. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are making remarkable progress in this provision. Their learning and development are promoted extremely well. On the whole, children's welfare is extensively safeguarded. The self-evaluation process is embedded and continuous improvement is maintained because frequent reviews are carried out. These have led to many effective changes that benefit the children. The successful partnership with parents and other agencies ensures that children receive the support they need. This means that children's well-being is tremendously promoted.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being, for example, vehicles used for transporting children.

## **The effectiveness of leadership and management of the early years provision**

The provision benefits from exemplary leadership and management. Comprehensive procedures are in place to safeguard children. These include the robust recruitment and vetting procedures that ensure that staff are suitable to work with children. Extensive steps are taken to keep children safe. For example, only staff are allowed in areas where children are changed or when children use toileting facilities. Although procedures for transporting children in cars are implemented thoroughly, they are not included in the risk assessments. Potentially, this may compromise children's well-being. All documentation required for the efficient management of the setting and to meet the needs of children is in place. There is a firm belief in the process of self-evaluation. The management is proactive and they have made far-reaching changes to the provision. In particular, they have encouraged staff to engage in reflective practice to identify how effectively they work with the children. This has resulted in the staff taking responsibility for their personal development and they have seized the opportunity to implement the action plan set out by the visiting teacher. Consequently, they have enhanced their knowledge and understanding of the early years framework. The manager is currently undertaking a degree course in early years services and this contributes considerably to the commitment to make changes and to improve the provision. External agencies and parents are invited to contribute to policies when these are reviewed. Children are consulted to ensure that the planning of activities include their preferences. The management is forward thinking and have identified strategies that reflect a commitment to bring about sustainable improvements. Namely, they are exploring options for more community involvement to extend children's knowledge of differences within society. Children thrive in the provision because there is a shared vision of maintaining continuous improvement. Also, there is an ethos of valuing and recognising each child as an individual. As a result, the management is motivated to provide excellent standards of care and learning and to ensure that each child is happy in the provision. There is a high degree of respect for the staff who are empowered to make changes in their rooms, as appropriate. The provision has substantial strengths. For example, the cohesive team works well together to create a child-friendly atmosphere in which children feel totally at ease. Children are assigned to key worker groups when they have been observed to bond well with particular adults. The provision has a policy that gives credence to their child-centred environment by allowing children to change key workers if this is considered essential to the child's well-being. The management actively maintain this nurturing approach. They ensure adult ratios exceed the minimum requirement and staff are effectively deployed to support children. Equally, resources are well deployed and include those that positively raise children's awareness of other cultures and disability. The management and staff work commendably at maintaining strong relationships with parents. They encourage parents to be involved in their child's learning, for example, by reading or supporting mark-making skills. Staff consistently provide feedback about children's progress at parents' evenings and they share information about children's experiences daily. Parents express a very high degree of satisfaction with the provision. Specifically, they explain how their child's social skills, learning and confidence have grown

since attending. A broad selection of materials is displayed for parents to access and they are kept informed about events and changes through newsletters. Questionnaires are issued twice yearly to obtain parents' view of the setting and the management is responsive to suggestions. The management are focussed on building links with local provisions. They have kept other early years providers informed about what children can do and implement activities that support children in other settings. Profile documents are completed for children when they leave the provision. Other links are forged through joint activities. For example, children participate in concerts at local churches and they have made gifts for older citizens in the community.

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

Children make significant progress in their learning and development because the staff are confident in their understanding of the Early Years Foundation Stage. They have a well-developed knowledge of how children learn and implement far-reaching methods to support children's development. Role play activities are used to stimulate communication as staff talk to children about resources that they are using. Whilst children wear goggles staff extend learning by talking about sea life. With assistance, children recall the name of creatures that live in sea including fish, sharks and octopus. Every aspect of the daily routine is used to ensure that children learn within different contexts. At mealtimes children talk about the taste and texture of food and the benefits of eating carrots and vegetables. Their awareness of healthy lifestyle choices is well developed through a variety of activities. For instance, children explain the importance of keeping warm as they put on gloves, coats and hats before going outside to play. They are supported in gaining a real understanding of scientific concepts by following up activities to note the effect of freezing temperatures. They show natural curiosity during outside play as they marvel at the solid block of ice and exert every effort to dislodge it. Staff encourage the children to compare the sizes of different pieces of frozen ice and children imaginatively describe small pieces as chips of ice. Children are very comfortable in the provision and they spontaneously move around the rooms as they initiate and develop their play. The highly-skilled staff provide a wealth of opportunities for children to explore within the planned activities. They frequently observe what children do and take into consideration their preferences to plan further learning. Observations are carried out by using wide-ranging methods and children's achievements are monitored meticulously. Consequently, the planning is focussed on children's individual needs and systematically integrates the next step for their development into a generic plan. The staff's enthusiastic approach is a key factor that underpins children's attitude to learning. They are committed to achieving optimum outcomes and this in turn stimulates the children's play and learning substantially. Children have access to a vast selection of interesting resources and they maintain concentration during play. Pre-school children access the computer and use the mouse with good control. Younger children have access to programmable toys and enjoy play as they press buttons and look at images on small screens. Staff join in with play consistently and this supports children effectively. They are challenged to stack bricks to build high towers and they to respond to questions that promote critical thinking. For instance, "where do leaves

grow?" Children follow the rules that are in place to keep them safe. They explain that running is only allowed outdoors. A registration card is hung on a low gate as they inform staff they are going to the toilet. Children are encouraged to develop caring attitudes by sharing with their peers. Their interpersonal skills are highly promoted because the staff are commendable role models who talk politely to adults and children. Mealtimes are occasions when children learn to develop self-help skills by serving themselves as much as possible. They are learning to take responsibility for their personal hygiene by washing hands independently or with minimal assistance. Pre-school children brush teeth under supervision and explain that this ensures cleanliness. Children demonstrate their sense of security by seeking out their key workers when they need help or reassurance. They stand close to adults who talk to them quietly or give them a cuddle. Thorough procedures ensure children's good health is well promoted. In particular, staff wear protective clothing when changing nappies and serving food; cot sheets are washed daily and all toothbrushes are stored hygienically. Owing to the stimulating activities and the opportunities created for play children are making unmistakable progress towards the early learning goals.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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