

# Caterpillar Nursery

Brookhurst Primary School, Ullswater Avenue, Leamington Spa, Warwickshire, CV32 6NH

## Inspection date

09/05/2014

Previous inspection date

19/03/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- Staff promote children's language and communication well because they give children time to process information, which enables them to think before they respond. Staff listen attentively to what children have to say.
- Staff plan the layout of the indoor and outdoor space very carefully and provide excellent resources, which children use well. Children are able to be creative and use their imaginations exceptionally well as a result.
- Leadership and management has developed strong working relationships with parents, schools and other agencies. Consequently, children's learning needs are met and the nursery is continuously improving.
- Children are protected and safe because of the effective and clear safeguarding procedures, which are in place.

### It is not yet outstanding because

- There is scope to extend the already good monitoring of teaching and learning to ensure that teaching in larger group activities always provides children with extensive challenge, which enables them to consistently achieve at the highest levels.
- Staff do not always utilise their knowledge of children to the maximum potential during larger group work by asking all children meaningful questions. This means that, occasionally, some children's learning is not fully extended through targeted questioning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the registered person, the manager, deputy manager and staff and interacted with children at appropriate times during the inspection.
- The inspector toured the premises and observed activities throughout the setting in both indoor and outdoor spaces.
- The inspector conducted a joint observation with the manager of a planned activity with a group of children.
- The inspector examined a sample of documentation, including children's records, learning and development information, staff records and a selection of policies and procedures, the self-evaluation plan and plans for improvement.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the views of parents acquired through discussion and from written responses to questionnaires.

## Inspector

Deirdre Lyddy

## Full report

### Information about the setting

Caterpillar Nursery was registered in 1985 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a timber framed building, which is built in the style of a log cabin and is located in the grounds of Brookhurst School in northern Leamington Spa. It is managed by a voluntary committee made up of staff and parents. The building comprises a main classroom with a kitchen/office and a toilet area. The indoor classroom is extended by a covered outdoor classroom, which is suitable for use in all weathers. A gated section of the outdoor area includes a small garden, which is planted in sections. The large outdoor grassy area is totally enclosed and includes various large pieces of outdoor play equipment. The nursery is open during term time only from 9am to 12.20pm and 12.30pm to 3.30pm for sessional care, or from 9am to 3.30pm for full daycare. There are currently 43 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs three full-time members of staff and three part-time staff. Of these, two hold degree qualifications at level 6, one has a qualification at level 3, two have qualifications at level 2 and one is unqualified.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- monitor and evaluate the success of the teaching in large group activities even more robustly to ensure that children always receive maximum challenge, which enables them to consistently achieve at the highest levels
- use knowledge of all children's individual learning needs even more effectively, particularly during large group activities, by asking children more precise questions that further extend their individual learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff provide a broad range of challenging experiences for children across the seven areas of learning. Weekly planning documentation linked by a theme, such as 'people who help us', shows that there is breadth and depth in the activities chosen. In addition, three extra staff members visit on various days of the week and provide sessions, which supplement the programme that is provided to promote expressive arts and design and physical development. The emphasis that all staff place on the development of children's communication and language skills is a particular strength. The highly skilled manager, who has undertaken additional professional development, delivers regular training to the staff on developing these skills. As a result, staff have good knowledge of how to promote

children's abilities to express themselves effectively. As a result, children confidently ask questions about why things happen or do not happen, developing their critical thinking and problem-solving skills. For example, by wondering aloud why a drawing made with a white crayon on white paper cannot be seen. Staff are particularly adept at waiting for children to think about what they want to say without adding the words too soon. The words the children use show that they have gained good vocabularies, based on their experiences and they can talk about and discuss what will happen next. During 'cake baking', for example, children say that they will make 'strawberry cakes and cupcakes' and that the cake tin will be 'hot' when it is removed from the oven.

Staff place particular emphasis on gathering as much information as possible about the family life, skills and interests of the children from their parents and other agencies. As a result, before children are first enrolled, their learning needs are fully identified. To ensure that they become familiar with the nursery during the first weeks of attendance, the children and their families are invited to open evenings and play afternoons. Documents, such as the children's learning journeys, show that staff regularly and accurately observe and record children's progress. The learning journeys are shared with parents on a termly basis. Parents' comment on and celebrate the children's achievements by writing on paper templates of butterflies, which are laminated, displayed and eventually added to learning journeys. Weekly planning by staff ensures that the next steps in children's learning are correctly identified and acted on.

A particular strength of the nursery is the variety and quality of the play materials and equipment provided as well as the use made of the existing indoor and large enclosed outdoor space. Staff have given much thought to how the classroom, its covered extension, the outdoor play area and the smaller sensory garden, are laid out. As a result, children are active learners and make their own choices as they move easily between the interest areas located in the classroom and its extension. Staff also vary the play materials from day-to-day and between each morning and afternoon session, so that children eagerly anticipate their next activities. Children are confident to use the materials provided to represent their own ideas through role play and art. All resources are accessible to children, which enables them to easily find what they need and put the items back when they are finished. This makes a significant contribution to their all-round progress, but particularly to their imaginative development. Dressing-up materials enable children to act out real-life experiences as they play the role of different 'people who help us', such as train drivers, police officers, doctors and nurses. The location of the sand play area beside the play kitchen and the baking equipment means that children can use the sand to fill cake tins for the oven while describing what they are doing. Water play and painting areas are also practically located. Comfortable reading areas for relaxing and browsing through books are provided inside the classroom and in its extension. Children know that books provide information, so they browse through illustrations before selecting the costumes and objects they need for their role play as police officers. They also competently use a small computer with age-appropriate software. There are good opportunities for children to initiate their own learning through activities that they are particularly interested in. For example, some children choose to become involved in activities, such as writing their names or making a picture of a fire-engine with pre-cut shapes. Staff use good teaching to extend children's experiences. They support children well by skilfully encouraging them to observe letter shapes and pictures closely and to talk and think articulately about what

they are doing. Children's mathematical language, in readiness for school, is promoted well and they make good progress. Staff use many opportunities within the daily routine to extend and consolidate what children already know, for example, by encouraging them to count while getting in line. The larger outdoor equipment, such as a playhouse, a climbing frame and a pirate ship, enthuse the children in their imaginative play. Children dress as pirates and they run, slide and move about confidently adjusting their speed and direction if necessary. The oval, outdoor race track is used flexibly in different ways to promote different types of learning. For example, it is used as a platform for stacking 'concrete blocks', so that children can arrange shapes to construct a 'house'. Staff effectively ask open questions in one-to-one situations as children construct, but less so in group situations. For example, they do not always use the knowledge they have of the children to the best advantage in large group activities to target questions that build on what children already know. Consequently, some children, occasionally, are not challenged to their maximum potential. In spite of this, the teaching and learning that takes place is good and all children make consistent progress in their learning and development.

### **The contribution of the early years provision to the well-being of children**

Children form close bonds with members of staff and with each other. Settling-in procedures are thorough and staff implement these extremely well. For example, staff learn some words of the home language of children for whom English is not their first language. This ensures that these children are able to understand staff's instructions during the first weeks and gain some understanding of routines and expectations. Multicultural toys are made available and are labelled in the home languages of the children, which helps them to feel valued and to quickly develop a strong sense of belonging within the nursery. There is a calm atmosphere in the classroom due to in-depth prior planning by staff. The daily routine is well established and children become involved quickly in their favourite activities whether they arrive in the morning or afternoon. Children adapt easily when moving as a group, for example, from free play to whole group work and when going outside for outdoor play.

Each child has a dedicated key person, but each member of staff accepts responsibility for knowing all about each one of the children. As a result, children are secure and friendly and readily start conversations. They show confidence in asking staff for help and talk with ease with adults about their home lives. They play happily with one another, talking about their ideas and deciding together, for example, about how to hold an 'ill baby' to give it an 'injection' to make it better. Children choose when to eat their snacks and are offered healthy choices. They are supervised well by staff when eating and drinking. This provides them with good levels of support with learning social skills and developing their language and understanding of healthy lifestyles even further. For example, staff discuss the need for healthy food and ensure that children develop good table manners. Children are competent at organising their own personal needs when using the toilet or washing their hands. Staff are good role models and children see them, ensuring that tables and toilet floor areas are cleaned after use. Children have learned to be independent in retrieving and returning their lunch boxes. They understand how to dress appropriately, for example, by wearing tunics when they are doing messy activities to keep their clothes protected. They take notice of the weather conditions and choose extra clothing to wear if it is cold.

Children also understand the importance of putting on their sun hats in warmer weather to protect them from the sun. Outdoor play, which takes place in all weathers, provides children with good opportunities to be physical and to have plenty of fresh air to promote their health and well-being.

Children transfer to a number of schools, including the neighbouring school and current parents whose older children have transferred in the past, are highly complimentary of how the staff managed the transition. Staff prepare children very well by talking with them and exploring their feelings about moving on. Teachers from the follow-on primary schools are welcomed to visit the nursery. Also, children in turn visit the primary schools accompanied by their key worker. As a consequence of these carefully planned actions, children are very well prepared for primary school.

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

All staff have a thorough understanding of their duty and are committed to protecting children. The nursery has devised comprehensive safeguarding policies and procedures, which staff adhere to and implement well. Leaders and the manager monitor these policies and procedures and ensure that appropriate action is taken if and when required. There are robust procedures in place for ensuring children's safety during arrival and departure times. Risk assessments are in place and daily checks are undertaken of all areas of the nursery. All staff have regular training on safeguarding and competently describe the procedures they would follow in the case of having concerns about a child's welfare. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with children are suitable to do so. Ratios are maintained and staff are deployed well to ensure that children are well supervised at all times, indoors and outdoors.

Leaders and managers have good professional knowledge of the learning and development of young children. The well-qualified and experienced staff are very well supported by the highly skilled manager. The professional development needs of individual staff are identified well and are linked to continuous training plans, which ensure the staff team share a diverse range of skills and expertise. The manager and deputy manager are fully involved in the planning of educational programmes. They both ensure that regular assessment informs this planning and that learning journeys accurately reflect children's progress. The manager and her deputy liaise effectively with each other and skilfully draw upon the expertise of external agencies and speech therapists to ensure that children who need extra support receive timely interventions. The manager observes teaching and learning activities regularly and provides feedback on the quality and impact of the teacher's actions on children's learning in small group situations. The observation methods used, do not always include observations of larger group work occurring indoors and outdoors. As a result, the current method of monitoring and evaluation is not fully effective in evaluating the level of support children receive in larger and varied group situations.

Self-evaluation involves combined reflection by the staff on the effectiveness of practice

during the previous week. The provider is fully aware of the strengths and areas for potential development of the nursery and wider self-evaluation occurs in consultation with parents, whose views are sought and welcomed. Partnerships with parents are good. Information is shared on a daily basis through brief discussions when children arrive and leave. Children bring their work home each day in folders. A weekly newsletter is distributed and the system of recording and displaying parents' comments through laminated butterflies on the external noticeboard is effective. Staff are aware of completing the progress check at age two and sharing this with parents. Leadership and management is firmly focused on continuously improving the nursery. A questionnaire distributed to parents annually, resulted in open afternoons being arranged, which enabled parents time to visit the setting and ask questions. Current planning for improvement involves making more extensive arrangements to engage all parents further with key persons. This consistent approach contributes well to children's ongoing learning and preparation for school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	200795
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	854274
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Caterpillar Nursery Committee
<b>Date of previous inspection</b>	19/03/2010
<b>Telephone number</b>	01926 885492

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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