

Crazy Caterpillars

Scout HQ, West Road, Watton, NORFOLK, IP25 6AU

Inspection date

Previous inspection date

17/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children feel safe and are happy and settled in this welcoming and stimulating learning environment. They develop secure emotional attachments to staff and an effective key person system is implemented, to promote friendly and trusting partnerships with parents.
- Children's language and communication skills are given good priority. Staff encourage children in conversation, helping them to develop their vocabulary and become confident communicators.
- Children's transition to school is managed well, to support them to be emotionally ready for school and to embrace new experiences with confidence.
- The quality of teaching is effective, to support children to make good progress in their learning and development. Staff understand how children learn and plan effectively, to meet the individual needs of each child.

It is not yet outstanding because

- The coaching and mentoring of students is not always robust, to ensure that they understand the learning intention of adult-led activities. As a result, activities led by them sometimes lack challenge for more able children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery owner/manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Crazy Caterpillars was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the scout hut in Watton, and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting owner also works as the manager. She employs four additional members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. One member of staff has a foundation degree in early years. The setting is open Monday to Friday during school term time. Sessions are from 7.30am until 6pm providing full day care, including a breakfast club and after school club for school aged children. Children attend for a variety of sessions. There are currently 27 children on roll, 14 of whom are in the early years age range. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- focus more precisely on the coaching and mentoring of students, to ensure that they understand the learning intention of adult-led activities and what they need to do to consistently provide challenge for more able children.

Inspection judgements

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

Children make good progress in their learning and development because staff understand that children learn in different ways and they foster the characteristics of effective learning well. They gather useful information from parents when children first attend the nursery, finding out about their likes, dislikes, interests and abilities. This helps staff get to know the children well and establish the starting points in their learning and development. Effective observation of children's learning is consistently carried out by all staff and their observations are evaluated well, to identify the next steps in children's learning. These are reflected in activity planning, along with children's interests, to meet the unique needs of every child and plan for their continuing progress. Records indicate that children are working comfortably within the expected development bands for their age. Staff are aware of the importance of carrying out the progress check for children between the ages of two and three years. They share their findings with parents and give them a copy of the report. Parents are encouraged to remain involved in their children's learning in the nursery and at home. For example, they look at records of their children's learning and contribute to them. Children borrow books from the wide selection of books available in the nursery, to read with their parents and carers at home. Children enjoy books and concentrate well when sitting in small groups to listen to familiar stories.

Children are supported well to become enthusiastic learners and be ready for the next stage in their learning. They understand that print carries meaning and some children are beginning to write the letters of their first name. Children have plentiful opportunities to see their name when it is written and are encouraged to find their name on the registration board when it is placed among others. Children make marks and staff provide a varied range of resources, including paint, pens, paper, water and brushes, both indoors and outside, to promote writing skills. Staff engage well in children's play and the quality of teaching is good. Staff model good practice to students, who respond well to copy what staff are doing when working together with them. Staff extend activities effectively, to support children's emerging play interests. For example, when children put on a bathing suit in the dressing-up area and announce they are going to the beach, staff extend the play by suggesting that they take a picnic. Children are supported to decide what food they are going to take on the picnic, from the range of real and play food in the role-play kitchen. Children take the dolls to the 'beach' and play imaginatively, based on their own experiences to feed the dolls and rock them in the pram. During the picnic staff introduce books about the beach and children confidently name items in the illustrations, such as a crab and a seagull.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future. Children confidently initiate conversations with adults. They chat comfortably with staff, talking about their past experiences and what they are doing. Staff engage children in conversation and model taking turns, asking questions to challenge their thinking and giving them time to process the question before answering. Staff provide opportunities for children to count in routine and play situations. Children count spontaneously, such as counting the number of connecting pieces when building with construction toys. They confidently predict how many wheels they need to balance the body of the construction and show a good awareness of more and less, confidently telling a member of staff 'You've got two wheels left and I've got one'. Good mathematical language is promoted by staff, such as positional language and size language. Children understand bigger and smaller and readily use this language when comparing the cars in the small world area.

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

Children develop strong attachments to their key person and other staff because their move into the nursery is managed well. During settling-in visits staff monitor children to determine which staff member they bond with. This member of staff then becomes the child's named person, to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children are happy and settled and develop the emotional well-being, which helps them embrace new experiences with confidence. Children are supported by staff to get ready for school. For example, staff accompany children for visits to the reception class at the local primary school and reassure children that they will stay with them for the duration of these visits.

The learning environment is organised well, to promote all areas of learning. Toys are

stored well in low-level units. Drawers are labelled with the name and a picture of the contents, enabling children to select what they want to play with and return it when they have finished. This promotes independence and supports children to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence as they get ready for their transition into school. Children move freely between indoor and outdoor spaces, promoting fresh air, exercise and supporting a healthy lifestyle. The outdoor environment is planned well, to promote all areas of learning. As a result, those children who learn best through being outdoors are able to do so. Children learn to keep themselves safe in the sun. They understand the need to use sunscreen and to wear a hat when playing outdoors in hot weather. They manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. Their health is further supported by the provision of healthy snacks, including fresh fruit. Children confidently choose what fruits they want to eat. When indoors, children eat when they are hungry because a 'rolling snack programme' is offered. When outdoors, children enjoy a picnic on the lawn.

Children behave well. Staff act as good role models and treat children with genuine regard and respect. Consistent boundaries are in place to help children know what is expected of them. Children actively seek out others to share play experiences and staff support their developing awareness of the needs of others, such as helping them to share and take turns. Good behaviour and individual efforts are valued and staff are working on ensuring that praise is meaningful. This supports children to know what they have done well, promoting their confidence and self-esteem. Children are helped to learn to keep themselves safe and take managed risks. For example, when walking along the balancing beams in the garden they are shown how to balance so that they do not fall off. Staff offer support to those children who need it, holding their hands as they learn to balance.

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

The nursery premises are safe and secure to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks. This means that children can play safely indoors and outside. The recruitment procedure for new staff is robust and a record is maintained of suitability checks. Children are never left alone with anyone whose suitability has not been checked. A system of regular supervision is well-established, to help identify the strengths and areas of weakness of staff and plan for their professional development. At each of these meetings staff sign to confirm there have been no changes to their suitability. This helps to ensure that staff continue to be suitable to work with children. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk and know how to report concerns.

Staff are enthusiastic and motivated. They are led by an owner/manager that has a good understanding of the requirements of the Early Years Foundation Stage. Management and staff are committed to providing a good quality of care, learning and development for all children. Self-evaluation takes into account the views of staff, parents and children. As a

result, an action plan for improvement is in place that is challenging, but achievable. The action plan is regularly reviewed to judge the impact of changes on children's care and learning experiences. For example, the playroom has been reorganised, to offer designated spaces for all areas of learning. Staff now find that children engage more purposefully in activities and their behaviour has improved significantly. Staff are deployed well. They model very good standards of teaching and students respond well to this, copying what they see staff doing. However, students are not always supported effectively, to ensure that they receive sufficient coaching and instruction before being asked to lead activities. Therefore, they are not always aware of the learning intentions of activities so that they are effectively supporting individual children. Despite this, overall the educational programme reflects the needs of children well and offers sufficient challenge.

Partnerships with parents are friendly and trusting and parents report that they are happy with the care that their children receive. They find staff caring and 'would recommend this nursery to anyone'. Parents state that they would not leave their children with anyone else. Good systems are in place to keep parents fully-informed about the nursery and staff give parents comprehensive feedback each day about what their children have been doing. A daily communication book is maintained and parents are encouraged to contribute to it. Staff are aware of the importance of working in partnership with others who provide care and education for the children, so that any concerns about children's well-being, learning or development can be quickly identified and managed. There are currently no children on roll who go to other settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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

Unique reference number	EY470891
Local authority	Norfolk
Inspection number	948840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	27
Name of provider	Heather Jane Bates
Date of previous inspection	not applicable
Telephone number	07899960684

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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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