

# Caterpillar Day Care

32 Stansfield Road, TODMORDEN, Lancashire, OL14 5DL

<b>Inspection date</b>	24/07/2014
Previous inspection date	14/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised because there is a failure to ensure that staff are deployed effectively, in order to ensure that first-aid requirements are met all times.
- Some of the daily routines do not always follow younger children's interests and foster uninterrupted play.
- Precise information is not always exchanged with other providers, in order to further complement children's learning and foster a more successful shared and consistent approach.

### It has the following strengths

- Children make positive choices that contribute to a healthy lifestyle, as a result of frequent fresh air and exercise and the nursery's participation in health improvement initiatives.
- Positive relationships are established with parents, with strong communication links and their successful involvement in children's learning and development.
- Children's learning is promoted well as a result of an accessible environment, good role-modelling and engagement from staff and effective observation, assessment and planning.
- There are robust arrangements for monitoring access to the nursery, in order to safeguard 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 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 observed activities and care routines in the three main playrooms and the outside learning environment. The inspector also observed children in the kitchen area where they have lunch.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with one of the managers.
- The inspector held meetings with one of the managers and the provider.
- The inspector looked at children's records or learning, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and local authority quality improvement support documents.
- The inspector took account of the views of parents spoken to on the day and from information included in parent questionnaires.

## Inspector

Rachel Ayo

## Full report

### Information about the setting

Caterpillar Day Care opened in 2000 and is one of two nurseries owned by a private individual. It operates from a detached building close to the town centre of Todmorden in Lancashire and serves the children of the local and wider areas and is accessible to all children. The nursery opens five days a week, from 7.30am to 6pm, excluding bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in three playrooms and have access to an enclosed outdoor play area. There are currently 52 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The nursery employs eight members of childcare staff including two managers, six of whom hold appropriate early years qualifications at levels 2 and 3. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there is at least one person who has a current paediatric first-aid certificate on the premises at times when children are present.

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

- enhance children's active engagement, for example, by reviewing daily routines and evaluating the success of these in engaging very young children and ensuring they have uninterrupted time to play
- strengthen partnerships with other providers to enhance the shared and consistent approach to children's learning, for example, by extending the two-way exchange of ongoing information.

## Inspection judgements

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

Key staff members have a good understanding the seven areas of learning and how children learn. Consequently, they provide a varied curriculum, based on children's interests and next steps for learning. They plan a variety of first-hand experiences and ensure a good balance of adult-led and child-initiated activities. For example, they help

children to recall and reflect on their learning during such activities and events from home, displaying photographs of a recent visit to the fire station and seaside collages. Children also have opportunities to engage with the community through sponsored walks for charity, which children receive medals for, and visiting a museum by train. Staff carry out a formal assessment of what their key children know and can do once they have settled, in order to establish a starting point for children's learning. Entry forms, including one completed by parents, have recently been introduced and are being developed and embedded, in order to strengthen the process. Following initial assessments, regular observations are carried out. These are reflected in a variety of ways in children's records of learning through photographs, artwork and observation documents. Following recent training, one of the managers has supported staff in the use of a tracking document, in order to develop a more robust way of reflecting a clear picture of progress and monitoring any gaps in children's learning. Records of learning evidence children are working comfortably within the typical range of development expected for their age and are progressing well. Parents are well-informed about their children's learning and encouraged to support this at home, which fosters a shared and consistent approach and helps children to make the best progress they can. For example, they are given regular development summaries, attend a parents' evening where their child's progress is shared more formally and receive regular updates through face-to-face exchanges. Families also take turns to take home the nursery bear and record his adventures, which are then shared. Parents are invited to take part in sponsored events and come into the nursery to talk about their roles, developing children's sense of community.

Children show good levels of interest and are eager to join in as they actively play and explore. Adults interact well with them and use open-ended questioning to support and extend their learning and encourage them to develop their own ideas. Where the quality of teaching of newer members of unqualified staff is not yet as effective, they are supported well through good role modelling by more experienced staff members, by management and the provider. Because children have ample opportunities to initiate their own play, they are supported in acquiring the skills and capacity to learn and be ready for the next stages of learning as they move on to school. For example, they think creatively and critically as they investigate media and materials, such as the sand. Babies enjoy feeling the texture and staff describe what they are doing and how this feels, introducing new words and helping them link words to actions. Older, more able children learn about volume and problem solving as they fill up different sized plastic containers, showing good concentration as they do so. Children play imaginatively with the dinosaurs in the water tray, developing their own imaginative stories. Their creativity is enhanced as staff introduce other ideas and imaginative language. Staff show they value children's questioning, conversations and suggestions, which results in children being confident communicators and progressing well in their language development.

Babies are supported in learning new skills as they attempt to get on to a wheeled toy, after pushing and pulling this backwards and forwards. They delight in clapping their hands in imitation of adults as they acknowledge their achievements. Different age groups enjoy helping to complete an alphabet puzzle, developing early reading and mathematical skills. Older, more able children demonstrate their understanding of letters as they spell out their name. They enjoy making marks and show good early writing skills as they write their name and draw recognisable pictures, such as a snowman, which they readily

describe. Children have story time at certain times during the day and staff engage their early interest in print by using props and reading enthusiastically. Children enjoy anticipating what happens next. However, some of the younger children become a little restless during this part of the daily routine, as they do not quite have the concentration that older, more able children have. In addition, as part of the baby room's pre-lunch routine, although basic, staff carry out number and flash card activities which, again, does not always sustain very young children's interest.

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

Insufficient consideration is given to ensuring children's safety and welfare in the event of an accident or serious incident. This is because first-aid requirements are not met. There are, however, other aspects of the nursery practice that do contribute to children's well-being. For example, appropriate settling-in arrangements, including an adequate key-person system, ensures that children of all ages form close bonds and attachments with adults. During the settling-in period, parents are consulted on their child's individual needs. They are encouraged to share what they know about their children, either verbally or in writing, in order for staff to foster children's self-esteem and confidence through a consistent and shared approach. The success of the initial settling-in process is reflected in the positive relationships observed between staff and children; they clearly enjoy adult's positive interaction and their warm and caring manner during care routines. Babies relatively new to the nursery, enjoy a reassuring cuddle from the nursery manager on their arrival, settling quickly soon afterwards. They are continually reassured and supported, for example, as they tentatively take a few steps, much to the delight of key staff that are based in their room. They clearly thrive on the praise and encouragement they receive, which fosters their confidence and self-esteem. A family feel is created within the nursery and adults build relationships up with all children due to the small setting and opportunities for children to join up frequently and socialise together. Because of this, children's move to a new room is less daunting and seamless. Children's continued sense of security is fostered appropriately where there is shared care. For example, as part of children's future move to school, they attend sessions in the school nursery, prior to which a transition report is forwarded. Some information is then shared through parents, however, this is not always precise enough in ensuring children's move between settings is highly successful. As children leave for school itself they are supported well. For example, teachers visit the nursery and staff share the development summary with them through the transition form. Teachers take photographs within the nursery to create transition booklets, in order to support their sense of security. This is reinforced by staff accompanying children on visits to their new school.

There is a suitable range of furniture and equipment to meet children's individual needs, for example, at sleep times or meal times. An accessible environment and plentiful toys fosters children's independence and enables them to make choices about what they would like to do. Children manage self-care tasks appropriate to their age and stage of development. For example, toddlers learn to wash their hands with soap under the supervision of staff and older, more able children enjoy serving themselves at lunchtime. They show precise small physical skills as they take care not to drop the food as they transfer this to their plate. All age groups interact well with each other. They form

friendships, linking up during activities or chatting away during meal times, which are relaxed and sociable occasions. Children behave well and respond to instructions, such as helping to tidy up. Any incidents of age-appropriate unwanted behaviour are dealt with sensitively and in a way which supports children. For example, as toddlers squabble over the same toy or snatch things staff encourage them to offer a cuddle as a way of an apology and offer simple explanations. This reinforces their developing understanding of why rules and boundaries exist. Older, more able children are kind and helpful to their younger peers, for instance, helping them to put on an apron in the water, to prevent them from getting wet.

A clean environment is maintained, in order to help children to stay healthy. This is enhanced by all those entering the nursery rooms having to take off their shoes, with parent's providing slippers if they so wish. This especially supports children and babies as they sit and play on the floor or crawl around. Children learn to make good choices about what they eat from an early age as a result of healthy drinks, meals and snacks and food tasting sessions; practices which are informed by the nursery's involvement in a dental health scheme. Children also learn to manage their own hydration, especially when they may be thirstier, for example, as they play outside. This is because individually labelled water bottles are accessible at all times. In addition, children learn about other practices which contribute to healthy lifestyles. For example, staff encourage them to brush their teeth, using stickers as an incentive, and are planning a visit to the dentist to support children who have a phobia of this. Children have daily access to outdoors, which means they benefit from plenty of fresh air and learn about the effects of exercise. They negotiate space confidently as they ride around on wheeled toys. Children also take part in other types of physical activity that helps them to learn how their bodies work and develop confidence in their physical skills. For example, they have weekly dance sessions, delivered by an external organisation. Children have the opportunity to take greater risks and learn how to manage these as they access more challenging apparatus during regular trips to the park. In addition, they learn about other aspects of keeping themselves safe and healthy through interesting visitors. For example, a paramedic and visits to the fire station. Spontaneous discussions additionally support children's learning. For example, staff suggest going in the shade to cool down and discourage children from drinking the water in the water tray, explaining this will make them poorly.

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

The provider does not have a sufficient enough understanding of certain requirements of the Early Years Foundation Stage. The learning and development requirements are understood, and implemented well; however, the provider does not fulfil her responsibilities in meeting certain safeguarding and welfare requirements relating to first-aid. This is because inadequate consideration is given to ensuring that staff are deployed effectively at all times to promote the safety of children and meet their individual needs. Future training has been booked for staff whose first-aid training has expired. However, there has been a failure to organise staff effectively, in order to ensure that those with current first-aid training are available at the beginning and end of the day. This means that, at times, there is not, nor has been, at least one person with a current paediatric

first-aid certificate on the premises. This is a breach of the legal requirements, which has a negative impact on children's welfare and on the efficient and safe management of the nursery. It also means there are breaches of the legal requirements of the compulsory and voluntary parts of the Childcare Register. There are, however, other aspects of practice that contribute to children's welfare. For example, all adults are subject to suitability checks as part of the recruitment process and their ongoing suitability is continually monitored, in order to protect children. Staff consider children's safety in the sun. They ensure that sun protection cream is applied and hats are worn and limit children's exposure during particularly hot periods. Access to the nursery is monitored closely as a result of a buzzer system and security camera being sited at the entrance. Staff can identify a suitable range of possible signs of abuse and neglect and are aware of both internal and external reporting procedures. This ensures that any concerns of a child protection nature can be passed on promptly, in order to safeguard children.

There is a strong commitment to the continual improvement of children's achievements over time through the use of a variety of self-evaluation tools and the involvement of all those who work in the nursery. For example, since the last inspection the nursery have gained their local authority quality award. This is identified as having been useful in helping to develop the nursery practice. Staff continue to work closely with their Quality Improvement Support Officer, with the outdoor area highlighted as a key future area and developing the range of open-ended and flexible media and materials. In addition, the managers make use of early years websites, in order to keep updated with any forthcoming changes in practice or to enhance current practice. Previous actions and recommendations have been appropriately addressed, improving risk assessments, hygiene and the observation and assessment arrangements. However, as aforementioned, there has been a failure in self-evaluation to identify the risk of not meeting first-aid qualification requirements at all times, which compromises children's welfare. The monitoring of staff practice and supporting continued professional development plays a key role in the evaluation and ongoing development of the nursery. This is helped by the managers working directly in the nursery rooms. Consequently, there is a clear focus on continually improving the consistency of the quality of teaching, especially where new staff do not have a qualification and are less confident. Staff access local authority training courses, cascading information during team meetings. Their extended knowledge of early years practice is then used to enhance the nursery provision.

Strong relationships are formed with parents, in order to build trust and work in partnership to meet children's individual needs and ensure a shared and consistent approach. Parents are well-informed about the nursery when children enrol, for example, through face-to-face discussions and a welcome pack. Subsequent to this, ongoing information is achieved through friendly communication during drop off and collection periods, daily care sheets, notices, newsletters and a texting system. Parents' views are actively encouraged, for instance, through questionnaires. Suggestions are positively welcomed and reviewed, in order to help inform different aspects of the service. Parents' comments are very complimentary about the nursery, care of their children and good progress they have made. Staff work well with other agencies, in order for shared care to take place. However, they do not always exchange precise information with providers where children attend other settings, in order to enhance the continuity of children's learning.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register).
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register).



## 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>	EY219575
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	819555
<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>	35
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Margaret Ellis
<b>Date of previous inspection</b>	14/11/2011
<b>Telephone number</b>	01706 817695

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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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