

# Caterpillar Day Care

32 Stansfield Road, TODMORDEN, Lancashire, OL14 5DL

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 02/12/2014 |
| Previous inspection date | 24/07/2014 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 4 |
| 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 are effectively safeguarded because staff have a good understanding of child protection and implement stringent safety procedures across the setting.
- Partnerships with parents and other agencies are highly effective in supporting a consistent approach to children's learning. Parents are kept very well informed regarding their child's time at the nursery and children's needs are met well.
- A strong key-person system means children develop secure attachments to their main carers and their emotional well-being is fully supported as a result.
- The effective management team are committed to improving practice and in raising the quality of the provision and the children's achievements.
- The quality of teaching is good. This is because staff make good use of their observations and assessment of what children know and can do to plan activities that enable children to make good progress, given their starting points and capabilities.

### It is not yet outstanding because

- The staff do not always maximise opportunities for some children to continue their learning in the outdoor environment in order to build on the already good learning taking place indoors.
- The programme for performance management has not yet maximised opportunities for staff to share best practice across the setting, in order to build on the already good practice and raise children's achievement to the highest level.

## 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 had a tour of the premises and conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Janet Singleton

## Full report

### Information about the setting

Caterpillar Day Care was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare. It is one of two nurseries owned by a private provider. The nursery is situated in a detached building close to the town centre of Todmorden, Lancashire. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery is Register. The nursery serves the local area and is accessible to all children. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4 and one at level 2. There are two unqualified members of staff. The nursery opens Monday to Friday, from 7.30am until 6pm, excluding bank holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 56 children on roll who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enrich the learning environment to provide even better opportunities for children to continue their learning outdoors, for example, by reviewing how all children are supported to engage in the good quality activities in the outdoor area
- enhance opportunities for staff to share best practice across the setting by, for example, focusing their continued professional development on reflecting on each other's teaching, so that children's attainment is raised to the highest level.

## Inspection judgements

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

The quality of teaching is good because staff have a secure understanding of the seven areas of learning. Children's starting points for learning are established through completion of an initial assessment with parents. Staff effectively use the information gained from their effective observations and assessments of children to plan good quality challenging activities for them to enjoy. This successful planning supports children in making good progress given their starting points and capabilities. Additionally, staff identify and plan for children's next steps in learning and use this information to focus on narrowing any identified gaps in their achievement. Children display the characteristics of effective learning because they are actively engaged in their play. For example, they dig in the sand, listen to stories and enjoy the action rhymes where they delight in jumping up

and down, pretending to be waking bunnies.

Staff support the enthusiasm of children who are highly engaged and motivated in the making of the Christmas house. Staff talk to children about what is taking place as they extend children's language and communication skills. They skilfully question children as to what they need to do next, extending children's thinking as a result. Children responded with ideas and were eager to sit in the Christmas house and read their favourite stories. Staff support children to acquire the skills necessary for them to be ready for school as they focus on building their self-help, listening and concentration skills, in preparation for the next stage of their development. For those children who speak English as an additional language or with special educational needs and/or disabilities, staff work closely with parents and other agencies to meet their individual needs, so that they too make at least good progress across all areas of their learning. Children are supported well to make decisions and to enhance their own play as staff sit with them at their level and extend learning. However, this is not always consistent in order for children's learning to be maximised at all times. For example, not all staff are as effective in engaging children at all times across all activities. Staff support children in developing their mathematical understanding, for example, staff count with children, name shapes and provide sand and water play for children to learn about the concepts of full and empty. Through good opportunities to draw, paint and make marks, children are able to practise and develop their early writing skills. Outdoors children develop their physical skills and their hand-and-eye coordination. For example, they climb, ride wheeled toys, and throw and catch balls as they develop those skills necessary for writing and pencil control. Although, children are provided with good learning opportunities outdoors, on occasions attention is not paid to those children who are less active and do not readily engage in the activities provided.

Staff value information gained from parents and use this to find out what their child's interests are and what they can do. The strong partnership with parents provides a highly consistent approach to children's learning both at home and at the setting. Parents are invited into the setting to discuss their child's progress and to contribute to the assessment of their child. Parents speak highly of the staff and comment on how well their children are being prepared for school and their next stage of learning. Staff encourage parents to share information from home through the daily and the early years communication books. This is enhanced by the twice-yearly report and parent evenings. On a daily basis, parents receive information about what their child has been doing and have access to a wealth of information displayed about the Early Years Foundation Stage and the setting within the entrance hall.

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

A highly effective key-person system helps children to settle and form strong bonds with the adults and the other children. Children are happy and confident in the setting and their emotional well-being is supported well. They confidently explore and make decisions and choices about what they want to do. They learn to make friends and to socialise as they develop those skills necessary for future learning. Staff plan for children's continued progression by sharing information as children move rooms within the setting. Parents are

involved in this process so they too are contributing to children's next stage in their learning. As a result, children are prepared for their future learning and onto school.

The organisation of daily routines and a very consistent approach to managing behaviour support children to understand the expectations placed upon them. Consequently, children feel safe and secure, as they know what is to happen and when. Children are highly independent individuals as they manage their personal hygiene needs and self-serve at lunchtime. For example, children are able to put on their shoes, coats and hats when going to play outdoors. Staff are ready to support those children who are not quite competent. Children enjoy outdoor play and develop their physical skills as they climb, ride bikes and learn to manage risk in a controlled, well-planned environment. Children are emotionally secure in this well-resourced setting and delight in making decisions from the good quality toys and equipment as they enhance their own play. Close links with parents means children's individual care practices and dietary needs are followed to ensure children's needs are met well.

Children are well behaved as they listen to and follow the clear instructions from staff. They line up to go for lunch and chat to each other as they wait to serve their own lunch. They sit together and engage in the wonderful social occasion as they talk about the food they are eating. Children readily access their drinks as they keep themselves hydrated and healthy. Additionally, staff praise children and encourage them as they play, which enhances their self-esteem and self-confidence. Staff act as good role models as they remain calm and support children, comforting them if they need it and talking to them as they value children's conversations. There are good hygiene routines in place and staff talk to children about good health practices. Additionally, children grow fruit and vegetables outdoors, as they learn about where some food comes from. As a result, children learn and begin to develop an awareness of healthy practices.

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

The management and staff team have made good progress since the last inspection and have successfully met the actions to improve. There are now sufficient staff qualified in first aid to ensure that children's welfare is promoted. The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are secure in their knowledge of child protection and of what to do should they have concerns about a child in their care. They understand the need to report and record any concerns involving a child or a member of staff, to ensure children are fully protected at all times. Policies and procedures are robust, comprehensive and regularly reviewed to ensure they meet with the requirements of the Early Years Foundation Stage. For example, the safeguarding procedure and the complaints policy are detailed and all are available to parents to share the settings ethos with them. Risks are effectively managed in the setting with good security procedures and robust risk assessments in place. The manager reviews accident and medication records and ensures these are completed in detail to protect children.

A culture of evaluation of practice is evident in the nursery. The management team has recently reviewed the outdoor area and made changes to improve the provision for babies to enhance their opportunities for outdoor play. An established supervision and training programme for all staff focuses on improving the quality of teaching, although this process is still developing to focus more on sharing best practice across the setting. Staff are set performance targets to ensure a culture of continuous improvement is embedded. The procedures for observing, assessing and tracking children's progress are monitored by the management team to ensure a consistent approach. This results in the assessment of children being precise and consistent. The managers monitor children's next steps to ensure children's progression is planned for and there is a clear focus on raising children's achievement so they make the best possible progress in their learning.

Partnerships with parents are good. Though there are no children being cared requiring intervention, the manager and staff have established relationships with external agencies and work hard to maintain these links. Parents are included in their child's learning and contribute to their assessments. This makes a strong contribution to meeting children's needs and securing the support they need.

### **The Childcare Register**

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>           | 985504                   |
| <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>      | 36                       |
| <b>Number of children on roll</b>  | 56                       |
| <b>Name of provider</b>            | Margaret Ellis           |
| <b>Date of previous inspection</b> | 24/07/2014               |
| <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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