

Caterpillars Nursery

82-84 Green Lane, WOLVERHAMPTON, WV6 9HJ



Inspection date

20 March 2015

Previous inspection date

15 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy their time at the nursery and make good progress from their starting points because the quality of teaching is good. Staff provide a wide range of interesting and stimulating experiences that support children's learning and development.
- Children build secure emotional attachments with staff, because there is an effective key-person system in place. They are confident and keen to take part in activities because they are supported well by attentive and encouraging staff. As a result, children settle quickly and behave very well.
- Staff are skilled at managing children's behaviour and are very good role models. Their high expectations and well-established routine support children's behaviour well. Consequently, all children behave well in the nursery.
- Children are kept safe as staff ensure that their surroundings are secure and risks are minimised. Staff are confident in their knowledge of the safeguarding procedures and know what to do should they have any concerns about a child's well-being.
- Staff form positive partnerships with parents and other professionals, which promotes a shared approach to children's care and learning.

It is not yet outstanding because:

- Systems to support the professional development of staff, to continually improve children's experiences, are not fully maximised.

What the setting needs to do to improve further

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

- monitor the already good quality teaching more effectively to shape staff's professional development and to help them achieve excellence, for example, by the use of peer-on-peer observation.

Inspection activities

- The inspector observed activities all of the playrooms and the outside learning environment.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took into account the views of parents and other professional views from documentation available and also from parents spoken to on the day.

Inspector

Patricia Dawes.

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their teaching skills well to provide a broad range of learning opportunities. They gather useful information to begin the assessment process and use this effectively to support children from the start. Staff engage babies by using facial expressions, tone of voice and eye contact to encourage children to communicate. During singing sessions, staff encourage children to take an active role. They enthusiastically play musical instruments, or clap and sing to action rhymes. At story time they are eager to point to familiar characters and confidently answer questions about the characters in the book. Older children are well prepared for school. Staff extend their interest in numbers and mathematical problems during key-group activities. For example, pre-school children are proficient at recognising the numbers, and more able children know how to sequence them in the correct order. All children are developing skills in the use of technology. Babies and younger children investigate programmable toys, and children in the pre-school room learn how technology is used for a purpose as they use simple programmes on the computer. Parents comment that staff keep them informed about their child's learning and that they are able to share new achievements from home. As a result, staff have a clear picture of children's current abilities, and children make very good progress in their learning and development.

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

The premises are spacious, warm and welcoming. Children enter the nursery and settle quickly to their chosen activity. Children learn about healthy lifestyles and follow good hygiene practices. They have regular daily opportunities for active play to promote their developing physical skills. All children enjoy outdoor play, jumping through the tyres, crawling through the tunnel and practising their balancing skills using the stepping stones. Staff enhance children's independence by giving them responsibility to carry out small tasks. Younger children help to tidy away the toys and pre-school children serve their own lunch. Children receive lots of praise and encouragement from staff to support their confidence and self-esteem. This helps to prepare children for moves within the nursery and on to other settings, including school.

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

The manager and staff work well together and use self-evaluation well to continuously improve. The deputy monitors the educational programme to ensure children receive a balanced curriculum. A performance management system is in place. Staff have monthly supervision meetings where practice is discussed and additional training is identified. However, there is scope to provide a sharper focus on teaching practice by introducing regular observations of staff practice to identify the most effective teaching methods. This will ensure children consistently benefit from the best learning experiences. Staff work in partnership and communicate effectively with other professionals and agencies to complement all children's learning and promote children's progression.

Setting details

Unique reference number	EY412594
Local authority	Wolverhampton
Inspection number	851302
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	42
Name of provider	Claire Louise Robinson
Date of previous inspection	15 November 2010
Telephone number	01902750008

Caterpillars Day Nursery was registered in 2010. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 6, 3 or 2. The nursery operates from Monday to Friday, from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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