

Caterpillar Day Nursery

100 Bridge Street, Deeping St. James, PETERBOROUGH, PE6 8EH



Inspection date

22 July 2015

Previous inspection date

1 April 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is consistently outstanding. Staff are highly motivated and enthusiastic. Children are deeply engaged in high-quality activities that stimulate their curiosity and imagination.
- Staff share information about children's progress with parents and other providers that children additionally attend regularly. Children, especially those with special educational needs and/or disabilities, benefit from consistency and continuity in their learning and development. This significantly contributes to the rapid progress they make.
- Staff gather meaningful information from parents about what children can do when they start. This information is used to plan for their precise needs and to support their emotional well-being and continued development.
- Staff are extremely effective role models. They are positive, respectful and dedicated to the children. Children are confident, behave well and demonstrate they feel safe and secure. They develop high levels of independence in their self-care and play.
- Staff establish strong links with local schools, which are used effectively to support children's emotional well-being when they move. Staff also use these strong links to support parents when they choose which school their children will attend.
- Parental feedback is extremely positive. Parents value the good relationships with staff, which are established from the start and they feel fully involved in their child's learning and development.
- Children's safety and security are highly prioritised. Staff fully understand their role and responsibilities to protect children from harm.
- Leaders are extremely knowledgeable and inspire staff to develop their skills and knowledge. Arrangements to review staff's performance are timely and effective in developing and improving their practice. Leaders value staff and they work together as a highly effective team.

What the setting needs to do to improve further

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

- develop and embed systems to analyse the effectiveness of practice to identify its impact on the different groups of children who attend.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outdoors.
- The inspector spoke to the staff and children at appropriate times during the day and held a meeting with the manager and company area manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector viewed evidence of suitability of staff and their training certificates.
- The inspector viewed children's learning records and a range of other documentation, including a sample of policies, attendance records and the nursery's evidence of self-evaluation.

Inspector

Gail Warnes

Inspection findings

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

Qualified and experienced staff expertly support children's learning and development. Their approach is fluid and intuitive, making the most of children's investigations and interests to extend learning opportunities to the highest level. Staff observe children as they play and accurately assess their progress. They plan effective experiences to support children's next steps in learning. For example, younger children begin to develop an understanding of time and number during a game of, 'What's the time Mr Wolf?' Staff challenge them to develop their counting skills to associate one number with one step. Older children are interested in reading and writing for themselves. They recognise letter sounds and confidently sound out simple words, such as cat and write their names clearly. There is a keen focus to support communication and language development. Children talk confidently to staff and each other about their interests and what they do at home. They are highly engaged and staff are interested in them and what they are doing. Children explore together the effects of cutting beetroot and discover how the juice changes colours. They develop positive attitudes and acquire good skills to support the next stage in their learning as they make excellent progress.

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

Staff are highly sensitive to the differing needs of children. They adapt settling-in arrangements to ensure support for children's emotional well-being is prioritised. Children quickly settle and form strong bonds with staff who are friendly, approachable, caring and professional. Staff working with babies understand their specific needs and how to support them with a strong focus on their self-confidence and developing mobility. The environment is both homely and stimulating. Children choose from an exciting and inviting range of resources, which appeals to every learning style. For example, opportunities to develop early writing and reading skills are abundant inside and outside. Children learn to make healthy food choices. They help to harvest beetroot and potatoes to cook for tea. They marvel at the size of the produce compared to the seeds they remember planting. Children recognise the different parts of the plant, such as the roots and stem.

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

Children's needs, development and safety are central to every aspect of nursery life. Leaders are passionate and committed to ensure suitable and well-trained staff provide fun and stimulating experiences, which support each child to achieve their best potential. Rigorous staff recruitment and induction procedures contribute to the strong arrangements to safeguard children. Robust self-evaluation accurately identifies areas for improvement. Training is effectively targeted to develop staff's skills with measurable impact on children's achievements, such as the recent focus to develop children's early reading and writing skills. Leaders recognise the current systems to analyse how practice supports different groups of children are time consuming. They are exploring alternative, more efficient methods of analysis to further enhance the excellent provision.

Setting details

Unique reference number	EY380553
Local authority	Lincolnshire
Inspection number	858610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	122
Name of provider	Treetops Nurseries (London) Limited
Date of previous inspection	1 April 2009
Telephone number	01778 380 232

Caterpillar Day Nursery was registered in 2008. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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