

Caterpillar Day Nursery

88 Northampton Road, MARKET HARBOROUGH, Leicestershire, LE16 9HF



Inspection date

14 August 2015

Previous inspection date

22 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

- The quality of teaching and learning is good. Staff have a good knowledge of the abilities and needs of children in their care. As a result, staff plan activities that arise from children's individual interests and next steps in learning.
- Staff work closely with parents, other professionals and the settings that children move on to. This ensures they receive consistency in their care and learning. Consequently, all children, especially those with special educational needs and/or disabilities, make good progress given their starting points and capabilities.
- The qualified chef plans nutritional and well-balanced meals made from locally sourced produce. He plans activities that help children learn where food comes from and how to prepare and cook it. Consequently, children learn the importance of keeping healthy.
- Staff are well trained in safeguarding and child protection. They demonstrate a good knowledge of how to recognise the signs which may give cause for concern. Managers have safe recruitment systems in place and thorough methods for checking that staff are suitable to care for children.
- Staff are well qualified and are effective role models for children. They provide children with gentle reminders about what is acceptable behaviour. Children behave well and are kind and considerate to others.

It is not yet outstanding because:

- Methods for monitoring staff performance are not used to their full advantage in order to help all staff build on and strengthen their already good teaching practice.
- Managers do not make the best use of the information gained from analysing children's assessments.

What the setting needs to do to improve further

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

- extend the methods of monitoring staff performance, used within the pre-school room, throughout all other nursery rooms in order to further raise the already good quality of teaching throughout the nursery
- reflect on how information gained from the monitoring of children's achievements can be used more effectively to provide groups of children, with similar identified needs, with any additional support they may require.

Inspection activities

- The inspector observed activities in the four playrooms.
- The inspector conducted a joint observation with the nominated person.
- The inspector held meetings with the manager and the nominated person.
- The inspector spoke with the manager, nominated person, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jacky Kirk

Inspection findings

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

Staff have a secure knowledge and understanding of how children learn and they support children's communication development. Staff narrate what babies do as they play and explore. Consequently, babies develop good listening skills and repeat familiar words clearly, such as mummy and daddy. Toddlers demonstrate good speaking skills as they politely and confidently ask for more fruit. Staff support children's early writing skills well. For example, pre-school aged children demonstrate good writing skills as they use clipboards and pens when pretending to be doctors. Staff also help babies and toddlers to use their whole bodies to create hand and footprint pictures. Staff use the environment well to support children's counting skills. For example, the stairs within the nursery are numbered so that children count and recognise higher numbers as they walk up the stairs. Furthermore, children learn about quantities as they count spoonfuls of ingredients into bowls during the many cooking activities staff provide. Consequently, children are well prepared for their next stage in learning, such as their move on to school.

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

Children are warmly welcomed into the homely environment. An effective key-person system supports children emotionally as they move rooms within the nursery. Photographs of important people in the children's lives are on display in each room. This helps young children to settle quickly and gives older children opportunities to learn about the differences between themselves and others. As a result, children demonstrate they have a strong sense of belonging and feel secure. Toddlers enjoy doing small tasks, such as carrying bibs to the baby room, and pre-school children read stories to their friends. This helps children develop an understanding of responsibility and boosts their self-esteem. Staff closely supervise children when they use the outdoor climbing equipment. This enables children to experience taking risks relevant to their age.

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

The dedicated nursery managers have a clear understanding of the Early Years Foundation Stage and ensure all staff implement the requirements to a good standard. There are systems in place to check that staff's assessments of children's achievements are accurate and that any gaps in children's learning are identified. Managers assess the progress boys and girls make in order to detect gaps or differences in their learning. However, managers do not use this information to full effect in order to plan targeted support for groups of children with similar identified learning needs. Managers check staff performance daily to ensure the quality of teaching remains consistent. In the pre-school room, managers have implemented a more formal method of helping staff identify the strengths and weaknesses in their own teaching practice. As a result, the quality of teaching in this room is very high. However, this method of monitoring and improving staff performance is not yet used throughout all nursery rooms.

Setting details

Unique reference number	EY411010
Local authority	Leicestershire
Inspection number	851152
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	83
Name of provider	Caterpillar Day Nursery Ltd
Date of previous inspection	22 November 2010
Telephone number	01858432661

Caterpillar Day Nursery is privately owned and was registered in 2010. The nursery employs 30 members of childcare staff. Of these, 20 hold relevant qualifications to level 3. The manager holds an appropriate qualification at Level 6 and has gained Early Years Teaching Status. The nursery opens from Monday to Friday, except for bank holidays and one week at Christmas. 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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