

# Caterpillars Day Nursery

The Square, Carshalton, SM5 3BN



<b>Inspection date</b>	16 June 2016
Previous inspection date	12 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers have taken effective action to improve the quality of the provision by identifying and addressing areas of weak practice. Effective training has increased staff's skills so that they work well together to provide high-quality care and education.
- Staff use their knowledge of children's interests and abilities to plan challenging activities. This enables them to meet the needs of all children, including those with special educational needs or disability, so that they make good progress in their learning.
- Parents appreciate the way staff welcome children when they join the nursery so that children quickly feel secure and settle readily. Staff work well with parents to identify children's individual needs and share information about their care and learning.
- Throughout the nursery, children reflect the courtesy and consideration they receive from staff. They are well mannered, speak confidently to visitors and behave well.

### It is not yet outstanding because:

- Although teaching is good, the systems to check the quality of the provision have not ensured that it is equally strong in all rooms.
- Some procedures lack clarity about the role and responsibility of the owner of the nursery. It is not clear, for example, with whom concerns or complaints should be raised.

## What the setting needs to do to improve further

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

- ensure practice is of a consistently high standard across the nursery by fully implementing the systems to check the quality of teaching
- improve the information provided for staff and parents to make clear who is responsible for the nursery.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children at suitable times during the inspection.
- The inspector looked at children's records, the nursery's self-evaluation document, evidence of staff suitability, together with other documentation, including policies and procedures.
- The inspector spoke to a number of parents and took their views into account.

### Inspector

Felicity Gaff

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, a new manager has been appointed, who has improved practice throughout the nursery. She keeps a close eye on what staff do to meet children's needs, and puts in place effective measures to address identified weaknesses. Safeguarding is effective. Clear policies and procedures combined with well-focused training mean that staff know how to identify and report any child protection concerns. Well-documented checks are in place to ensure that staff are and continue to be suitable to care for children. Staff forge good relationships with parents, who appreciate how the quality of care and education their children receive ensures their welfare and learning.

### Quality of teaching, learning and assessment is good

The manager has established effective systems to evaluate and develop the quality of teaching and the progress children make. She is now supporting room leaders to use these tools to help improve the quality of teaching even further. Clearly focused observation, assessment and planning processes ensure that staff thoroughly understand the children in their care. Staff work effectively with parents to identify what children know and can do when they first attend. They plan and provide a rich variety of enjoyable learning experiences for children of all ages. They organise daily routines that are well adapted to meet children's individual needs. Consequently, all children enjoy activities that interest and engage them. Children show curiosity about the world around them. For example, pre-school children are fascinated by snails and tadpoles, which they proudly show and talk about to visitors. They apply their knowledge of number to compare quantities in real-life situations.

### Personal development, behaviour and welfare are good

Staff work effectively with parents to create an environment in which children feel secure and valued. They foster children's confidence and self-respect through the courtesy and consideration they show. Children reflect the way they are treated in how they respond to others; for example, toddlers spontaneously say, 'Thank you' when offered a snack. Staff create a safe, hygienic environment that supports children's physical well-being. Children enjoy healthy meals. Adults eat the same food as the children, which encourages them to try unfamiliar foods. Children learn the reasons for the good personal hygiene routines they follow because staff routinely explain why they are important. Staff help children understand how they should behave by calmly explaining, for example, why toys should not be thrown. As a result, children behave well and treat each other with respect.

### Outcomes for children are good

Children in all rooms form close relationships with trusted adults. They become enthusiastic learners because staff plan activities that engage their interest. They develop self-confidence and are eager to try new experiences. They learn to respect themselves and others. This means they are well prepared for school. Staff work closely with other agencies to support children with special educational needs or disability so that they make good progress.

## Setting details

<b>Unique reference number</b>	EY474449
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1048056
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	60
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Caterpillars Day Nursery Ltd
<b>Registered person unique reference number</b>	RP533429
<b>Date of previous inspection</b>	12 June 2015
<b>Telephone number</b>	02087733882

Caterpillars Day Nursery registered in 2014 and is situated in Carshalton. The nursery opens each weekday from 7.30am to 6.30pm, all year round, and offers a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 19 members of staff, including the manager, 17 of whom hold relevant childcare qualifications.

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