

## Inspection date

Previous inspection date

12 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Dedicated managers and staff are making the most of opportunities to accurately reflect on the quality of their provision. They actively seek the views of parents and professionals, and use what they discover to devise and implement detailed action plans. This helps to drive improvements forward in pursuit of excellence and enhances the good outcomes for children.
- Staff work closely with parents, gathering a good range of information about what children already know and can do when they start at the setting. This forms a strong base which staff use, with their own observations, to assess children's starting points and plan for their ongoing learning and development.
- Staff have a good understanding of how children learn and develop. The quality of teaching is of a high standard. They know when and how to seek early intervention, in order to gain additional support and guidance to assist them in adapting practice and meeting the needs of all children.
- Children are happy, settle quickly and receive the individual care and attention that they need to help them feel secure. Their efforts and achievements are acknowledged with praise and encouragement, and they are nurtured with lots of warmth, consideration and kindness.

### It is not yet outstanding because:

- The system to monitor the impact that experiences provided are having on different groups of children is in its infancy. It is not yet embedded enough in practice to lead to a highly effective programme that helps to accelerate learning for all children.

## What the setting needs to do to improve further

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

- monitor more closely the impact that the opportunities provided have on groups of children's development, in order to help staff drive a highly successful learning programme and increase the potential for all children to make outstanding progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the setting managers. She looked at relevant documentation, such as the setting's self-evaluation and action plans, policies and procedures and evidence of the suitability of staff working in the setting.

### Inspector

Lucy Showell

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced and well-qualified managers and staff are working very well together. There have been significant challenges to the provision and they have maintained a highly professional approach through restructures and establishing new ways of working. They understand their joint and individual roles and responsibilities, and efficiently implement all requirements to meet the needs of the children. The arrangements for safeguarding are effective. All staff have completed relevant training. They regularly refresh their knowledge and act quickly to update information as changes occur. They know what to do should they have concerns about children's welfare and how to protect vulnerable children from harm. There are robust supervision arrangements to review staff performance. Frequent meetings provide opportunities for staff to discuss ideas, share good practice and identify and set out clear priorities for the further development of the provision.

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

Staff quickly get to know the children and skilfully adapt their teaching to promote each child's individual needs. They organise the learning environment and provide exciting resources and activities which are specifically tailored to children's different ages and abilities. Staff follow children's lead, knowing when to involve themselves in their play and when to let children explore at their own pace. Staff encourage children's development of communication and language skills particularly well. They make the most of varied opportunities to ask open-ended questions, engage children in conversation and give them time to express their thoughts and ideas.

### Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well. Staff carry out detailed risk assessments and regular checks keep the premises secure, and are effectively deployed. There are regular discussions between staff, parents and other professionals involved in children's care and education. They share information about children's experiences at the setting, home and elsewhere, helping to build a clear picture of specific needs and enhancing stability for children. Staff use positive reinforcement and adopt a calm and relaxed manner. Children respond well to consistent routines, gentle reminders and clear boundaries. They are learning what is expected of them and how to use space and resources in a safe way.

### Outcomes for children are good

Children form strong emotional attachments and make good progress, given their individual starting points. They are learning to communicate their needs, make lots of choices and become increasingly independent in taking care of themselves. They enjoy exploring inside and outdoors, following their own interests and trying out new experiences. For example, they select different resources to draw and comfortably talk with staff about their pictures. They are learning to be considerate of one another, to share and to take turns. Children listen to stories and enjoy songs, joining in when they are confident enough. This helps them to develop the key skills in preparation for the next stage in their learning and their move on to other provisions, including school.

## Setting details

<b>Unique reference number</b>	EY480094
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	987701
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	8
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788 547368

Caterpillars was registered in 2014 and operates from a purpose built children's centre. It is commissioned to Barnardo's charity organisation. The setting employs two members of childcare staff, both of whom hold a degree in early years. They open on Monday and Thursday from 9am to 12.45pm and Tuesday and Wednesday from 12.15pm to 4pm, term time only. The setting provides funded early education for two-year-old children. It supports children who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

