

<b>Inspection date</b>	1 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers demonstrate a good understanding of the nursery's strengths and areas for development and are committed to driving improvement. They have made changes to the organisation of children's rooms to emulate a 'home-from-home' environment.
- The manager monitors the progress of all children, such as children with speech and language delay. She seeks help from other early years professionals and works with staff to close any gaps in children's learning.
- Staff act as positive role models and set clear boundaries for behaviour. Regular and meaningful praise by staff ensures the children feel good about themselves.
- Staff have developed positive relationships with parents. Staff help parents to support their children's learning at home. For example, they provide books and suggestions on activities to help parents to develop their children's literacy skills further.

### It is not yet outstanding because:

- Staff's revised systems for observation, assessment and planning are not fully embedded in practice to help them to track children's individual progress even more precisely.
- The manager's processes for developing the quality of teaching have not ensured that the practice of individual staff is highly effective and promotes the best possible outcomes for children.
- Staff miss some opportunities for younger children to explore a greater range of sensory play experiences.

## What the setting needs to do to improve further

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

- embed the enhanced systems for observation, assessment and planning to help raise the quality of outcomes for children to the highest levels
- support individual staff more effectively to develop the overall quality of teaching to the highest possible level
- extend opportunities for young children to explore a greater range of sensory experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the manager and discussed with her how she monitors the quality of teaching.
- The inspector sampled a range of documents, such as evidence of suitability, safeguarding and behaviour management procedures.
- The inspector spoke to staff and children at appropriate times during inspection.
- The inspector spoke to parents during the inspection and took into account the views of other parents from their written feedback.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers complete robust checks of all staff to make sure they are suitable to work with children. Managers and staff complete regular safeguarding training and have a thorough and up-to-date understanding of how to deal with any concerns relating to a child's care and welfare. They maintain a safe and secure welcoming environment. Overall, the manager monitors staff performance well. Staff benefit from a good range of opportunities to update their knowledge, such as through in-house training and staff meetings. For instance, training on behaviour management helped staff review how they encourage positive behaviour within the nursery.

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

Staff support children's communication and language skills well. For example, young babies begin to practise singing as they listen to songs being sung. Staff plan exciting pretend play experiences. For example, toddlers are thoroughly engaged in looking at a range of domestic animals and excitedly talk about their family and pets. This helps to enhance their sense of belonging and early awareness of diversity as they share their home experiences. Staff provide challenging activities that engage boys in developing their mathematical development. For instance, when boys construct a space rocket, staff introduce shapes such as dome, rectangle and triangle. Staff make learning enjoyable. For instance, staff help younger children learn about mathematical terms such as 'under' and 'over' as they dance around a maypole.

### Personal development, behaviour and welfare are good

Staff are kind, caring and nurture children's emotional well-being well. They get to know children's personalities and interests and use this knowledge to support children. Staff meet babies' personal care needs well. They give babies attention and cuddles and closely follow their sleep and nappy changing routines. Opportunities to help children extend their awareness of healthy eating are extremely good. For example, the chef shares information with children on where their food comes from and on the importance of making healthy food choices. Staff develop a strong emphasis on supporting children in leading an active lifestyle and build on their physical development. For example, children access a well-resourced outdoor area to enjoy climbing, balancing and riding wheeled toys.

### Outcomes for children are good

Children make good progress in their learning from their individual starting points. They demonstrate strong independence and positive attitudes towards learning. Older children complete simple tasks, such as meeting their personal care routines and serving their meals, tidying away afterwards. Toddlers are interested in books and listen attentively to stories. Babies communicate well and clearly express their wishes and needs. Children are well prepared for their next stage of learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY500869
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1135114
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Caterpillars Childcare Ltd
<b>Registered person unique reference number</b>	RP535453
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01252 343708

Caterpillars Childcare Ltd registered in 2016 and is located in Farnham, Surrey. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years old. The nursery employs nine members of staff who work directly with the children, six of whom hold appropriate childcare qualifications.

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