

# Caterpillar Day Care

32 Stansfield Road, Todmorden, Lancashire, OL14 5DL



## Inspection date

25 May 2018

Previous inspection date

2 December 2014

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

- Partnerships with parents are strong. Staff work closely with families and there are high-quality exchanges of information shared between staff and parents. This ensures continuity of care for children from the setting to their home.
- The manager and staff understand their safeguarding responsibilities well and use their knowledge to provide a safe and secure environment for children to learn in.
- Staff support children's emotional well-being particularly well. Settling-in sessions quickly help children to feel secure within the setting.
- The manager is committed to the ongoing development of the setting. For example, she has introduced a new system for tracking children's progress. As a result, staff are quick to identify and address any gaps in their learning.
- Children are happy and have fun. They access a range of stimulating activities that helps them to make good progress across the areas of learning.
- Children develop the skills needed for their future learning. They are well prepared for their next stage of learning, including their move on to school.

### It is not yet outstanding because:

- At times, the noise level indoors makes it difficult for children to focus their listening and attention skills, and tune into environmental sounds.
- The manager does not ensure that staff recognise what motivates children's learning, to encourage higher levels of engagement in their play.

## What the setting needs to do to improve further

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

- monitor the noise levels of the indoor environment to ensure that all children are able to fully focus their listening and attention skills, and tune into environmental sounds
- support staff to develop a deeper understanding of what motivates children's learning, to encourage higher levels of engagement in children's play.

### Inspection activities

- The inspector looked at a range of relevant documentation, including staff training records, children's records, observations and assessments about children's learning, and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outdoor play activities.
- The inspector discussed the safeguarding and self-evaluation procedures with the management team.
- The inspector spoke with the parents, staff and children at appropriate times during the inspection to gain their views.

### Inspector

Felicity Sutcliffe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements robust policies and procedures to ensure their welfare. She ensures that staff are clear about their responsibilities to safeguard children and keep them safe. The manager offers good opportunities for staff to develop their skills. The special educational needs coordinator has received additional training to support their role, to meet the individual needs of children. Staff utilise their skills and knowledge gained from their training well and use regular staff meetings to cascade information. There are effective procedures to monitor children's development and support their good progress.

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

Children are captivated as staff skilfully engage them with their wonderful storytelling skills. Story times are highly animated and engaging for the children as staff read the books with great enthusiasm. As a result, children develop a love of literacy and enjoy reading books independently. The setting is a warm, homely and welcoming environment with good use of natural resources for children and babies to explore. Babies are secure and content in their play and staff sensitively respond to their needs. Staff ensure children have access to the outdoor area daily. Staff promote children's independence skills effectively. For example, children in the toddler room and pre-school room receive good encouragement to put their own shoes and coats on ready for outdoor play.

### Personal development, behaviour and welfare are good

Effective partnership working with families ensures children settle quickly in their new environment and build secure attachments with their key person. Staff use the time during settling-in sessions to find out about children's home lives, and use this information well to support children and to create an environment that is reflective of their needs. Children are very familiar with the routines and expectations, and as a result, are well behaved and well mannered. Staff support children's sense of belonging effectively. For example, they display photographs of the children and their work creatively around the setting. Children gain good physical skills. For example, babies are encouraged to become mobile, toddlers safely use climbing equipment and pre-school children use ride-on toys.

### Outcomes for children are good

All children make good levels of progress from their starting points, including those who receive additional funding. Children gain good literacy skills through a range of carefully chosen books that provoke their love of story time. Babies learn to complete simple inset puzzles and explore using their senses. Toddlers learn to manipulate play dough and make shapes. Pre-school children enjoy role play and creative activities, such as painting on cling film to make 'windows'.

## Setting details

<b>Unique reference number</b>	EY219575
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1103952
<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 - 7
<b>Total number of places</b>	60
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Margaret Ellis
<b>Registered person unique reference number</b>	RP906793
<b>Date of previous inspection</b>	2 December 2014
<b>Telephone number</b>	01706 817695

Caterpillar Day Care registered in 2003. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. All other staff members hold level 2 qualifications in childcare. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. It provides free funded early education for two-, three- and four-year-old children.

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