

Caterpillar Day Nursery Ltd

88 Northampton Road, Market Harborough, Leicestershire LE16 9HF



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| Inspection date | 31 August 2018 |
| Previous inspection date | 14 August 2015 |

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

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Teaching is variable and staff do not plan challenging activities for children's individual development or to extend their learning.
- Staff do not guide children's play and learning through a balance of adult-led and child-led activities.
- Staff do not consistently consider the needs of individual children during times of change. For example, when children move on from one room to the next, they are left for a short period of time with no key person.
- Although self-evaluation is in place it is not effective in addressing areas of weakness in a timely manner.

It has the following strengths

- Children of all ages develop their independence. Staff support babies and younger children well to use cutlery safely to feed themselves.
- Children play in a safe and secure environment, and staff risk assess effectively to help ensure any hazards are minimised.
- Staff provide children with opportunities to explore the natural world and their community. Children take part in forest school sessions and visit a local residential home.
- The nursery promotes healthy eating well and children enjoy fresh, home-cooked meals and snacks. The nursery chef works well with parents and staff to ensure all children's dietary needs are met.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| use information gained from observations and assessment to plan challenging and enjoyable experiences that are based on children's interests and next steps in learning | 30/09/2018 |
| ensure staff guide children's learning through a balance of adult-led and child-led activities | 30/09/2018 |
| ensure that there is an effective key-person system to provide a settled relationship with children and tailor care to their individual needs. | 30/09/2018 |

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

- develop self-evaluation processes and use information effectively to address weaknesses and improve outcomes for children.

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 observed a group activity and then evaluated this with the nursery manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files, safeguarding reports, and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times.
- The inspector spoke with a number of parents, viewed the nursery's own survey and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management requires improvement

Weaknesses in leadership and management mean that the monitoring of children's progress is not sufficiently robust. This has a negative impact on children's successful learning. Observations and assessments are not used effectively to inform future planning. Managers do not ensure that staff plan activities that challenge and motivate children to make the progress they are capable of. The arrangements for safeguarding are effective. The manager implements acceptable recruitment and induction procedures. The setting has three designated safeguarding officers who attend relevant training. They disseminate this information to all staff. Staff have a good understanding of the signs and symptoms of abuse and neglect and are confident to make a referral should they need to.

Quality of teaching, learning and assessment requires improvement

Activities sometimes lack challenge and do not fully engage or excite children. Some staff know children very well, however not all staff use this information to plan challenging and enjoyable experiences to help all children achieve their next steps in learning. Children are provided with opportunities to explore and make their own choices. However, staff do not guide children's learning well enough to help them achieve the best possible progress. Pre-school children enthusiastically join in with circle time 'disco dough'. They use their hand muscles to 'squish' and 'squash' the dough and develop listening and attention skills as they follow instructions. Younger toddlers start to develop an understanding of their feelings as they read books and play games about emotions. They enjoy showing staff their 'sad' and 'happy' faces.

Personal development, behaviour and welfare require improvement

Although there are effective procedures to help settle new children, they are not continued throughout the nursery. For example, when children move up from one room to the next, there is a short space of time when they have no key person. This means that at times children are not emotionally supported as well as they could be to settle quickly. Older toddlers and pre-school children enjoy the responsibility of carrying out small tasks themselves, such as being the 'daily helper'. They help to tidy away their toys and set the table for mealtimes. Babies show off their developing physical skills as they climb up the step and go down the slide. They delight in their achievements as they smile and clap their hands at the staff.

Outcomes for children require improvement

Weaknesses in planning mean that all children do not make good enough progress. However, pre-school children are developing skills needed for their move on to school. For example, they have formed strong friendships and can independently share and take turns. Children develop early literacy skills as they enjoy reading and listening to stories.

Setting details

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|--|---|
| Unique reference number | EY411010 |
| Local authority | Leicestershire |
| Inspection number | 10064489 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 1 - 4 |
| Total number of places | 47 |
| Number of children on roll | 77 |
| Name of registered person | Caterpillar Day Nursery Ltd |
| Registered person unique reference number | RP529815 |
| Date of previous inspection | 14 August 2015 |
| Telephone number | 01858432661 |

Caterpillar Day Nursery is privately owned and registered in 2010. The nursery employs 19 members of childcare staff. All hold relevant qualifications to level 3, including one with an appropriate qualification at Level 6. 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.

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.

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