

Caterpillar Nursery

Brookhurst Primary School, Ullswater Avenue, LEAMINGTON SPA,
Warwickshire CV32 6NH



| | |
|--------------------------|------------------|
| Inspection date | 16 November 2018 |
| Previous inspection date | Not applicable |

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

| | | |
|--|------|---|
| Effectiveness of 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

The provision is good

- Children thrive in this exciting and nurturing environment. Staff spend lots of time getting to know children and their parents. They use detailed information from parents about their child to plan effectively from the start.
- Staff plan exciting and challenging activities that consider the differing ages and stages of development of the children who attend. Children love their time in nursery. They eagerly share their ideas and staff listen intently to what they have to say.
- Children play in a safe, secure environment. Staff encourage children's awareness of their own safety to ensure they use resources safely and correctly, such as when climbing outside in the garden.
- Self-evaluation effectively supports the continued development of the provision. Staff actively seek the views of children and parents. They use these alongside their own reflection of practice to enhance the provision further. Parents are fully informed about any changes that take place as a result.
- Parents speak extremely positively about the nursery, the caring supportive staff and the wonderful activities and experiences their children enjoy. Regular social and fund-raising events enable parents to be actively involved in the life of the nursery.
- Children learn to be kind to living things and show lots of interest and consideration towards the nursery tortoise. They enjoy having the opportunity to care for it and make sure it has food to eat.

It is not yet outstanding because:

- Systems for encouraging parents to share information regularly with staff about their child's ongoing learning at home are not fully established.

What the setting needs to do to improve further

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

- enhance partnership working with parents to encourage the sharing of information about their child's ongoing learning at home.

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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Tracey Boland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff effectively assess and identify potential hazards in the environment and take swift action to minimise them. As a result, children play in safe and secure surroundings. Staff fully understand their role in protecting children from the risk of harm and neglect. They are knowledgeable of the process for sharing their concerns about a child in their care. Recruitment and the monitoring of staff is good. Managers and staff effectively identify and access professional development opportunities to extend their knowledge of good childcare. They use this to inform their practice, such as looking at ways of supporting children's language and communication skills even further. Partnerships with the adjoining school are good. The nursery staff and children attend events within school. This helps children become familiar with teaching staff and the school environment in readiness for the move on to school.

Quality of teaching, learning and assessment is good

Staff know the children well. They identify their individual levels of ability and plan activities to support their future learning, considering children's interests. Children happily enter nursery. They register their attendance and enjoy sharing their news with staff and their peers. Children explore different textures and make marks. Staff ask children questions to encourage them to explain their ideas and thoughts. For example, they ask how the shaving foam feels, how it smells, and children talk about the shapes they make in it with their fingers. Staff are animated as they read to children and children join in with familiar words and point out different characters. Children develop good social skills. They enjoy spending time in the community, particularly visiting elderly people at a local care home and singing songs to them.

Personal development, behaviour and welfare are good

Children relish spending time outdoors. They explore their environment and enjoy being physically active. They run, climb and use wheeled resources with control and coordination, moving around obstacles to avoid any bumps. Children learn about the natural world. They learn about insects and use resources, such as magnifying glasses and bug finders, to look closely at the bugs they find. Children independently choose when to eat their snack so that their play and learning is not disrupted. They understand the importance of good hygiene routines and wash their hands at appropriate times during the day. Children understand the importance of being kind to their friends. Staff support children as they learn to share and take turns with the toys. They praise children's good behaviour and achievements. Staff work in partnership with parents to support younger children through developmental milestones, such as toilet training.

Outcomes for children are good

All children make good progress from their individual starting points. They learn the key skills that they need to support them in their future learning and the move on to school. Children identify and match pictures during board games and support their friends who show less confidence. Younger children show high levels of concentration and good hand-and-eye coordination as they manipulate different pieces of train track so they can move trains along it.

Setting details

| | |
|--|--|
| Unique reference number | EY535882 |
| Local authority | Warwickshire |
| Inspection number | 10079256 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 32 |
| Name of registered person | Caterpillar Nursery (Leamington Spa) Limited |
| Registered person unique reference number | RP535881 |
| Date of previous inspection | Not applicable |
| Telephone number | 01926 885492 |

Caterpillar Nursery re-registered in 2016. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The nursery employs four members of staff, all of whom hold appropriate early years qualifications at level two to level 6. The nursery is in receipt of 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.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

