

Inspection of Charlie Caterpillars Day Nursery

Unit 1, Dorchester Park, Commercial Road, WALSALL WS2 7NQ

Inspection date: 7 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting and greet staff enthusiastically. They confidently say goodbye to their parents and hurry to join their friends in play. Children share, take turns and use good manners. They form close attachments to the kind and caring staff, which helps children to feel emotionally safe and secure. The uniqueness of each child is recognised and valued. For example, staff provide rich and broad learning experiences for children who prefer to learn outdoors. Staff regularly seek children's views, such as what they would like to do next. Staff have high expectations for all children. They use their good teaching skills to build on what children already know and can do. Children learn to tend to their own personal needs with gentle encouragement. Toddlers happily feed themselves and select their own toys from easily accessible resources. Older children put on wellington boots and serve themselves at mealtimes. This contributes to their self-confidence, particularly in preparation for school. Children develop high levels of self-esteem. For example, a child punches the air and says, 'I'm a smasher,' as she carefully removes her 'gingerbread man' in one piece from the cutter. Overall, children develop a positive attitude towards learning.

What does the early years setting do well and what does it need to do better?

- Managers and staff place a high priority on keeping children safe. Accidents are recorded and promptly reported to parents. Staff supervise children well.
- Staff manage children's behaviour well. They are calm and encouraging. Children listen, respond to instructions, and are respectful and polite. However, staff do not always help children to fully reflect on their actions so that they develop an understanding of the possible consequences.
- Staff know the children well and make accurate assessments of their learning. Managers monitor children's learning and provide swift intervention when children need extra help. However, on occasions, staff do not link the planned activities precisely enough to children's next stage of learning.
- Staff are particularly effective at supporting children's communication and social skills. For example, they model language well as they join in children's play in their pretend hospital. Staff ask questions to encourage the children to think and link their knowledge. They provide resources to bring children's life experiences with doctors into their play. This fires their imagination, as they act out the roles of doctor and patient. Children are fully engaged as they carry out a health check on each other.
- Children count, sort and make comparisons in their activities. Staff encourage them to use positional language and compare sizes, which helps to develop children's early mathematical awareness.
- Children develop the skills that will help them learn to read and write. They use a variety of mark-making materials, which helps to develop their small-muscle

skills. In the reading area, there is a rich variety of books on display, enhanced by puppets and soft toy characters from familiar stories. Children listen attentively to stories and use the books and resources independently.

- Outdoors, children enjoy high-energy play in the fresh air. They proudly demonstrate their increasing physical skills as they whizz along on wheeled toys, challenging one another in a light-hearted, competitive way.
- Reflective self-evaluation, which evolves from staff's, parents' and children's views, helps to identify weakness and areas for development. This leads to continuous improvement.
- Managers take the happiness and well-being of staff members very seriously. As a result, they retain experienced and knowledgeable staff. The manager monitors staff's practice closely and provides ongoing training to help to improve their performance. Children benefit from the good teaching skills that each staff member brings to the team.
- Staff have effective systems in place to maintain a two-way flow of information with parents and other settings that children may attend. This helps to foster good continuity of children's learning.
- Parents are very complimentary about the nursery. They comment that their children have 'come on leaps and bounds' since starting at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff receive safeguarding training and regular updates. Staff have a sound knowledge of the signs, symptoms and indicators of abuse and the reporting procedures they must follow in the event of a concern about the welfare of a child. Staff have an up-to-date knowledge and understanding of the 'Prevent' duty guidance. They know how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- reflect on the ways that staff teach children to keep themselves safe, so that children develop a better understanding of the consequences of their actions
- review planning of activities to focus more consistently on children's next stage of learning, to help them achieve the very best possible outcomes.

Setting details

Unique reference number	EY548077
Local authority	Walsall
Inspection number	10099715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	40
Number of children on roll	59
Name of registered person	Charlie Caterpillar's Day Nursery Limited
Registered person unique reference number	RP517073
Telephone number	07922 497136
Date of previous inspection	Not applicable

Information about this early years setting

Charlie Caterpillars Day Nursery registered in 2017. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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