

# Inspection of Caterpillars Under Fives

Nadder Road, Tidworth, Hampshire SP9 7QN

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Inspection date: 20 January 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive the warmest welcome from staff. They build incredibly close bonds with their key person, who knows them extremely well. This helps children feel valued and secure. Staff work hard to make sure that all children are fully included and enjoy their time at nursery. Quiet or shy children do not go unnoticed. They gain confidence, learn to make friends and share their ideas within the small 'social and communication' groups that staff hold. The youngest children have their own room and garden, so they feel secure and are not overwhelmed by large spaces and groups of older children.

Children choose their own play from the rich and varied resources, interesting activities and enticing places inside and outside. They relish making their own discoveries and are supported well by skilful teachers. Staff have high expectations for the all children. They ensure all make good progress in relation to their starting points, especially those with special educational needs and/or disabilities (SEND). Staff are kind, attentive, positive role models. Children get on very well with staff, and children from different faiths and cultures play together happily. Staff are highly successful in teaching children to recognise and manage their emotions. They share this with parents so that everyone has a consistent approach. Children's behaviour is exemplary.

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

- The manager and deputy know the nursery exceptionally well and clearly understand the community it serves. They recognise the strengths and areas to develop further. They monitor individual and groups of children's progress and constantly review and adapt the curriculum to meet children's needs. For example, they have noticed that children do not achieve quite as well in mathematics as other areas.
- The manager and deputy value the contribution of all their staff. They are enthusiastic and highly motivated. Many of the staff are relatively new and still developing their teaching skills. Senior staff lead by excellent example and support less experienced staff's professional development extremely well. However, some staff do not yet challenge children sufficiently, especially the most able, to help them make the rapid progress they are capable of. Sometimes staff miss opportunities to introduce mathematical language or ideas into children's play.
- The nursery is bright, stimulating and imaginatively resourced. Staff provide interesting activities. Children enjoy the focused learning sessions and choosing their own play. They explore a wide variety of interesting resources that can be used in different ways. Children use them imaginatively and play creatively, for example, as they 'cook' with mud, paint, flour and herbs.

- Staff know what to teach and in what order. They know what children need to know before moving on to more challenging work. Staff use a variety of teaching methods to capture children's imaginations and children eagerly join in. For example, when learning letter sounds, children hum the sound while the adult runs a length of wool through her fingers. They laugh as they have just enough breath to last to the end of a very long piece of wool. Staff understand the importance of supporting patterns of play. For example, they provide many baskets and containers for children who are fascinated by transporting items.
- Children become highly independent. They make choices and lead their own learning. Staff value their ideas and children are confident and capable with a thirst for learning. They persist with difficult tasks and are delighted with their achievements, such as peeling an orange.
- Disadvantaged children and those with SEND achieve well. Staff are highly skilled in supporting them. They work closely with other professionals to ensure that the individual needs of these children are met.
- Staff and parents regularly share information about children's needs, interests and the progress they make. Staff help parents to support their children's learning at home, including lending story bags to encourage a love of reading. Parents speak very highly of the nursery. They say they have full confidence in the staff to manage their child's allergies, and they are delighted in the progress their child has made.
- Staff feel valued and work well as a team. Leaders understand the pressure that staff are under and how hard they work. They invest time and resources into supporting staff's well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have the skills and knowledge to recognise and respond promptly if they believe a child is at risk of harm. Staff have training on wider issues, such as domestic abuse. Staff build exceptionally close relationships with children and their families, who feel confident to share their troubles and concerns. This enables staff to support children and families at an early stage and encourage them to seek help if needed. Parents speak warmly of the support they have received from staff. 'I don't know how I'd have coped without them,' said one parent.

## What does the setting need to do to improve?

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

- find ways for staff to share information more effectively about children's current fascinations and learning. Encourage children, especially the most able, to think more deeply and explore new ideas

- make the most of spontaneous learning opportunities to encourage children to practise and build on their growing mathematical knowledge.

## Setting details

<b>Unique reference number</b>	145896
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10126088
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	TNB Garrison Early Years and Play Committee
<b>Registered person unique reference number</b>	RP906629
<b>Telephone number</b>	01980 847748
<b>Date of previous inspection</b>	24 May 2016

## Information about this early years setting

Caterpillars Under Fives registered in 2000. This nursery has charitable status and operates from rooms within Tidworth Leisure Centre situated in Tidworth, Wiltshire. The nursery is open throughout the year on weekdays from 8am until 5pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are 19 members of staff who work directly with the children plus the manager. Of these, five hold relevant early years qualifications at level 5, eight hold qualifications at level 3 and two hold qualifications at level 2.

## Information about this inspection

### Inspector

Rachel Edwards

## Inspection activities

- The inspector conducted a learning walk around the nursery with the manager and senior staff. They discussed how they plan and deliver the curriculum for all ages.
- The inspector observed staff's interactions with children and assessed the quality of care and teaching. She spoke with staff and children throughout the inspection.
- The inspector sampled documentation, including evidence of staff suitability and children's records.
- The inspector held discussions with the special educational needs coordinator and outside professionals who were visiting to support individual children.
- The inspector spoke with several parents of children across the nursery, read parents' testimonials and took account of their comments.

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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