

Inspection of Caterpillars Day Nursery

Royal United Hospital, Combe Park, Bath, Somerset BA1 3NG

Inspection date: 26 May 2021

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| 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 benefit from a range of exciting play opportunities which help them to make good progress in their learning and development. They have a positive attitude to learning and are eager to explore. All children are inquisitive as they develop a sense of the world around them. Children behave well, take turns with others during play and are well mannered. Staff are positive role models. They set good examples and provide clear explanations to support children's understanding of positive behaviour.

Staff know children well. This helps them plan effectively to meet each child's needs and support their emotional well-being. Staff have high expectations for all children. They offer a wide range of support to children with special educational needs and/or disabilities. Staff work closely with parents from the start to find out about children's interests and what they can do on entry. They engage with other professionals to ensure that children receive the support they need to narrow any gaps in learning. Children develop the skills needed for their future learning.

The nursery has remained open throughout the COVID-19 (coronavirus) pandemic and all children have consistently attended. Therefore, there has been no impact to staffing or on children's learning and development.

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

- The leader makes effective use of the self-evaluation process. She values the views and comments of parents, children and the staff to help identify areas for improvement. For example, the toddler room has recently been refurbished.
- Staff take part in regular training to support their professional development. For example, at the recent speech and language training, staff learned how to teach children, who may need additional support, ways to increase their concentration levels, such as through the use of attention buckets.
- Staff are responsive and sensitive to babies' individual needs. They intuitively sing rhymes and read stories during play. This inspires babies to respond appropriately and move around.
- Parents appreciate the time taken by practitioners to provide feedback about their child's learning. Parents feel involved in their children's learning, for instance through questionnaires, parents' evenings and an online tracking tool.
- Staff provide engaging opportunities for children to practise their early writing skills. For example, babies explore mark making using chalks, and younger children make marks using sand and whiteboards. Older children take care as they colour pictures and draw on the blackboard.
- The manager does not ensure that staff have appropriate knowledge and understanding of how to consistently use mathematical language to fully

promote children's early skills in mathematics.

- Children of all ages develop a love of books. Staff help bring the books to life by reading with enthusiasm and questioning children about what happens next. This supports children's early literacy skills.
- All children have many opportunities to play outdoors and to be physically active. Babies explore the outdoor climbing slide. Toddlers enjoy collecting coloured balls and rolling them through tubes. Older children ride bikes, trikes and scooters as they climb, balance and negotiate large equipment and have a growing awareness of their own abilities.
- Children are learning to take calculated risks in their play. For instance, older children enjoy using wooden planks and bricks to create obstacles to climb on and jump off. They add resources to stop it wobbling as they climb, and know this will make it safe.
- Staff are not deployed effectively to support children as the routine changes. For example, at lunchtime, children are sat around for long periods and become distracted and unsettled.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular safeguarding training. They have a good understanding of their responsibilities to report concerns about a child's welfare or any inappropriate behaviour by adults working with children. Leaders have a good knowledge of safe recruitment guidelines. They implement a robust recruitment, induction and supervision process to ensure that staff are suitable to work with children. Leaders and staff vigilantly carry out risk assessments to ensure that risks to children are minimised.

What does the setting need to do to improve?

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

- review deployment of staff during changes in routine to minimise the time children sit without being occupied, particularly during lunch or when getting ready to go outside
- help all staff to develop a better understanding of how to support children's mathematical language and skills.

Setting details

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| Unique reference number | 2496893 |
| Local authority | Bath and North East Somerset Council |
| Inspection number | 10194366 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 54 |
| Number of children on roll | 107 |
| Name of registered person | Leaping Lambs Nursery Ltd |
| Registered person unique reference number | RP904339 |
| Telephone number | 01225471972 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Caterpillars Day Nursery registered in 2018 and operates from Royal United Hospital, Combe Park, Bath, Somerset. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 6.30pm. The nursery employs 23 members of childcare staff. Of these, 18 hold relevant early years qualifications. The manager holds early years professional status.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the leader. They explained to the inspector how staff provide a broad curriculum for children and plan for their learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A meeting was held with the leadership team. During this meeting, discussions were held about training and the development of the nursery.
- The inspector viewed relevant documentation, including staff's qualifications, first-aid certificates and evidence of the suitability of adults working with children.
- The leader took part in a joint observation with the inspector. She evaluated the quality of teaching and learning with the inspector.
- The inspector spoke with parents, children and staff at appropriate times throughout the inspection and considered 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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