

# Inspection of Caterpillars Day Nursery

The Square, Carshalton SM5 3BN

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Inspection date: 23 August 2021

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

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

### **The provision is inadequate**

Children do not have consistent opportunities to build secure emotional bonds with their key persons as there are frequent changes to staff deployment within the setting. Children's transition between rooms is not managed effectively to support continuity in their care and learning experiences.

Children who need additional support, including those with speech and language difficulties, do not thrive as they do not have enough opportunities to catch up with their peers. Leaders do not achieve their aims and ambitions for individual children's progress.

Children do not get consistent support from staff to learn to regulate their behaviour and to keep themselves and others safe. They do not build a thorough understanding of good hygiene routines, such as washing hands at appropriate times. Children are not prepared well for the next stages in their learning.

Children who speak English as an additional language do not have sufficient opportunities to explore activities and resources that reflect their home language. Nevertheless, they have some opportunities to learn about what makes them and their families unique.

Toddlers share photographs of trips to the seaside with their family, and use simple phrases to describe the pictures to staff. Babies build on their understanding of words, for example, they learn to follow simple instructions and copy actions corresponding to familiar songs and rhymes. Older children build on their early understanding of the natural world. For example, staff grow plants with them in the garden. Children point to the baby cucumber and state that they cannot eat it yet, as it is too small.

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

- Self-evaluation is weak. Leaders do not take adequate steps to address all areas of identified weaknesses. Although they have taken appropriate steps to improve staff knowledge of child protection, they have not taken sufficient action to address the weaknesses in relation to staff deployment and staff practice. The quality of the setting has dropped significantly since the previous inspection.
- Leaders do not manage staff changes and absences efficiently, to ensure the delivery of quality learning and development experiences for children. Staff who are deployed to cover staff absences are not always informed of the individual needs of the children they work with. Therefore, they are not equipped to meet children's needs effectively.
- The key-person system is weak. Constant changes to staff deployment mean that key persons are not always available to work with their key children. This limits opportunities for children to form a secure base from which they build familiarity with the setting and feel confident to explore. The management team does not ensure that parents have up to date information about the staff who

work directly with their children. The management team has not considered how to strengthen the processes to communicate with parents, particularly in the current COVID 19 (coronavirus) pandemic, to keep them informed of their children's time at the setting.

- Leaders and managers do not ensure that staff practice is consistently effective to promote children's good health. Staff who care for older children did not make sure that children washed their hands before having snack, after children had been playing outdoors. They do not take adequate steps to minimise the risk of cross contamination. Children's good health and well-being are not assured.
- Staff supervision and training is not effective at improving staff's skills. Unqualified staff are not monitored effectively to identify and address inconsistencies in teaching practice. Staff lack the skills to manage children's behaviour effectively. They do not provide consistent opportunities for children to learn the difference between right and wrong and to understand the impact of their behaviour on others.
- Although staff carry out an initial assessment of children's starting points, and plan some appropriate next steps in their learning, they do not always put these plans in place effectively. Inconsistencies in staffing arrangements impact on teamwork, staff workload and the delivery of the curriculum. Children lack stimulation as they are not sufficiently challenged in their learning.
- The management team has made some improvements to partnerships with professionals. However, these improvements are still at their initial stages. Children, including those who are funded and those with special educational needs and/or disabilities, do not make sufficient progress from their starting points.
- Staff deliver some small group activities effectively. For example, they teach older children the sounds that letters make. This helps them to build on their early literacy skills. They provide opportunities for young children to build on their creativity. For example, babies put a toy phone to their ear and babble, pretending to mimic conversation. Staff introduce toddlers to simple counting. This helps to promote their early mathematical skills. The staff team works in partnerships with parents to support the needs of children who have allergies and dietary needs.

## Safeguarding

The arrangements for safeguarding are not effective.

The management team has taken appropriate steps to improve staff knowledge of child protection. They have improved systems for risk assessment and the procedures to follow in the event of an emergency. They have taken appropriate steps to ensure that children do not leave the premises unsupervised. However, staff deployment and staff practices in relation to behaviour management have an impact on the well-being of children. The key-person system does not effectively safeguard children and adequate information is not provided for parents and carers. Children's safety and well-being are not assured.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure that staff deployment is fully effective to meet the individual needs of children, particularly those children who need additional support	30/09/2021
ensure the key-person system is effective to ensure that individual children's needs are met and they have consistent opportunities to build settled relationships	30/09/2021
ensure that staff practice is consistently effective to help children learn good hygiene practices, including guiding children to develop good handwashing routines to minimise the spread of infection	30/09/2021
ensure that staff training and professional development opportunities are effective to improve staff knowledge and understanding of how to guide children's behaviour and to help them understand what is expected of them	30/09/2021
ensure that staff supervision is effective to discuss and address any issues that staff raise, support staff welfare, foster a culture of mutual support and effective sharing of information between staff, particularly to support a smooth transition for children within the setting	30/09/2021
ensure that parents are informed of the staffing at the setting, including people who work directly with their children	30/09/2021

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure that observations and assessments are used effectively to identify children's individual needs and help staff to link up effectively with parents and professionals to identify and address gaps in children's learning	15/11/2021
ensure that the curriculum is implemented effectively to meet the needs of individual children, so all children benefit from experiences that help to support them to make good progress towards next stages in their learning.	15/11/2021

## Setting details

<b>Unique reference number</b>	EY474449
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10204746
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Caterpillars Day Nursery Ltd
<b>Registered person unique reference number</b>	RP533429
<b>Telephone number</b>	02087733882
<b>Date of previous inspection</b>	28 June 2018

## Information about this early years setting

Caterpillars Day Nursery registered in 2014 and is situated in Carshalton. The nursery opens each weekday, from 7.30am to 6.30pm, all year round, and offers a variety of sessions. This includes an after-school club for children who attend before and after school during term time. The nursery provides funded early education for children aged two, three and four years old. It employs 18 members of staff including a receptionist and a cook. Of these, nine staff hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Geetha Ramesh

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting manager and the inspector observed and evaluated an activity jointly and had discussions about staff training, support and skills.
- The acting manager and staff explained how the curriculum is planned and implemented.
- The inspector had meetings with leaders and managers at appropriate times, carried out discussions with them and viewed relevant documentation.
- This inspection was conducted following Ofsted's risk assessment process.
- The inspector observed staff interacting with children and spoke with staff and children during the visit. Parents shared their views with the inspector about their children's time at the setting.

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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