

# Inspection of Little Caterpillars

The Stables, Coppingford Road, Sawtry, HUNTINGDON, Cambridgeshire PE28 5XT

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Inspection date: 30 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children enjoy their time at the setting. They are happy, settled and have fun. Children leave their parents with ease. They have formed close bonds with staff and seek them out for reassurance and cuddles. Children are cared for by staff who know them and their individual situations well and attend sympathetically to their physical and emotional needs. Children's behaviour overall is good. A varied curriculum provides children with opportunities to learn new information and practise their skills. Staff plan activities around the children's interests. This means children are keen to have a go and their concentration is sustained. Children are proud of their achievements. They proudly explain how to make bird houses and show off their creations.

Staff capture children's imagination through stories. For example, children use play dough to create a character from a book that has been read to them. Outside, children laugh as they run away from an imaginary big bad wolf. In the mud kitchen, they help themselves to water and pretend to cook vegetables for their friends. They take turns on the trampoline, understanding that only two children may use it at a time. New starters and their families feel supported and welcome as they join the setting.

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

- Since the last inspection, the provider, who is also the manager, has ensured that legal requirements are met. All members of staff now hold a valid paediatric first-aid certificate. The provider has ensured that the designated lead practitioner responsible for safeguarding has completed training in line with local safeguarding partners. She has also reduced the number of children on roll to ensure that more focus is given to a small number of children.
- The provider identifies areas for development, which include accessing training to support with the supervision of staff. However, supervisions are not yet regular and are not focused enough on staff's continuous improvement. For example, the provider does not use supervisions to set specific, measurable targets or identify additional training and support that staff may need to help raise the quality of their practice.
- The aims for the provision are strong. Staff evaluate children's knowledge and consider their interests to plan next steps that feed into the curriculum. Priority is given to children understanding how to keep themselves safe. For example, children are taught to identify the warning symbols on household cleaning items and alert an adult to their presence. Children learn good hygiene practices. Staff talk with them about when it is necessary to wash their hands and why.
- Children carry their lunch on plates to the table, and they wash their hands independently. Mealtimes are social and enjoyable experiences. However, staff

do not use every opportunity to promote children's independence during these times.

- Children enjoy playing in the unique outside area. They benefit from a range of opportunities to develop their physical skills and imagination. Children enjoy many different areas. They delight in playing in the real car, climbing and swinging on the climbing frame and creating structures for sand and water to run down. Children develop essential skills such as sharing and taking turns.
- The daily routine is generally well managed, with a mix of child-led and adult-initiated activities. Children are familiar with the routines, such as singing a 'hello' song at the start of group circle time. However, some transitions between daily routines are unorganised, such as preparing for lunch. On these occasions, children lose focus, and learning is less effective.
- The provider and staff members develop and maintain strong parent partnerships. New parents are happy that their children quickly feel secure and settled. Parents are kept up to date with the activities planned for children each week through a weekly information sheet that is sent home. They are also informed about their children's next steps, with ideas for activities that will help to support their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and demonstrate good knowledge of safeguarding procedures. They explain what may concern them about a child's welfare and how to get help and support them. They understand what to do if they have concerns about another member of staff and where to report their concerns. Staff deploy themselves well to ensure that children are supported effectively. All staff have recently completed paediatric first-aid training. This helps to keep children safe because any accidents can be confidently dealt with. Staff teach children how to keep themselves safe. Children tidy away after activities to prevent trips and falls.

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

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

- strengthen the organisation of transitions to ensure children's learning time is not interrupted and children remain engaged
- develop the use of supervisions to identify any training and/or support staff to raise their practice to the highest possible level.

## Setting details

<b>Unique reference number</b>	EY458991
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10239955
<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>	2 to 8
<b>Total number of places</b>	13
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Connolly, Gail
<b>Registered person unique reference number</b>	RP514963
<b>Telephone number</b>	01487832882
<b>Date of previous inspection</b>	13 April 2022

## Information about this early years setting

Little Caterpillars registered in 2012. The nursery employs five members of childcare staff. Of these, three hold relevant qualifications at level 3, and one holds a qualification at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Bernadette Ducket

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several 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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