

# Inspection of Caterpillar Club & Bumble Bees CIC

Birtley Community Centre, Ravensworth Road, Birtley, CHESTER LE STREET,  
County Durham DH3 1EN

---

Inspection date: 21 March 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

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

### **The provision is good**

Children thrive in this caring nursery, where staff are dedicated to providing high-quality learning opportunities. Children have very strong relationships with their key person and other staff. They enjoy cuddles when they first arrive if they are feeling unsettled. Staff are vigilant and act quickly if they feel children are becoming distressed. During a group activity, staff quickly respond with cuddles and reassurance when this happens. Children thoroughly enjoy sitting in the tent that staff had set up and going on a make-believe camping trip. Parents comment that their children love coming and have made good progress, particularly in their communication.

Staff have high expectations for children's learning, including their independence. Children confidently get themselves ready to go outside. They take off their shoes and put on their wellington boots. Many children attempt to put their coats on themselves. They behave well. This is evident when children line up calmly and quietly to wash their hands. They know that the leader must wait on the line on the floor. Children learn how they can keep themselves safe. For example, they learn how to use scissors safely when cutting play dough. Staff remind children to sit down when they are holding scissors.

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

- The manager places a strong emphasis on staff professional development, and this is reflected in their practice. Recent examples of this have included the implementation of strategies for communication. Staff have attended training on mathematics, and they have added further opportunities for counting into the routine. Many staff are doing further qualifications, such as level 3. This helps to ensure that practice continues to improve.
- Staff have a good relationship with parents. They share information about what children have been doing and where they are in their learning. Parents value the regular communication. However, there are occasions when staff do not gather sufficiently detailed information about what children are doing at home and what they are interested in. This means that staff are not always able to plan precisely for children's individual needs or interests.
- Staff know children well and they use this information to plan what they need to learn next. They support children with special educational needs and/or disabilities well. For example, they work with a range of professionals to support children. They plan a range of activities to help children to make progress.
- The manager and staff are generally keen to develop their practice further. They constantly evaluate what they are doing and make changes where necessary. They seek advice from the local authority too. The manager explains how changes to the environment have improved children's concentration.

- Staff teach children how they can keep themselves healthy. For example, they give clear messages regarding handwashing. They talk to children and their families about healthy eating. Children enjoy a healthy snack, including fruit and water. They have plenty of time for fresh air and exercise. This is evident when they play outside using the balance bikes or climbing equipment.
- The manager and her deputy evaluate the quality of teaching and give feedback to staff on how they can improve. However, this is not always given a high enough priority. For example, this has not happened recently due to staff absence. Consequently, there are minor weaknesses in practice that have not been identified and addressed.
- Children concentrate well. They are highly engaged when they make play dough. They take turns to add the ingredients to the mixture. Staff make good use of opportunities to develop counting. An example of this is when children use recipe cards to identify how much cream of tartare they need. They count out the correct number of spoonfuls to put in the bowl. This helps children to make good progress in mathematics.
- Staff develop children's communication well. They get down on children's level and listen and extend children's communication effectively. For example, staff listen to children as they develop a storyline about pirates and dragons. They comment and repeat what children are saying and this encourages children to extend the storyline in their play. Strategies such as these help children to make good progress in their communication and language.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good attitude to keeping children safe. For example, doors are secure to prevent children leaving. They have innovative ways of preventing children from accessing areas unaccompanied. Children wait inside while staff do a final check of the outside area to remove any potential hazards. Staff have a very good understanding of child protection. They know what they would do if they had concerns about children's welfare. They talk confidently about the signs and symptoms that may suggest that a child is suffering from abuse. They know the local procedures if they had any concerns.

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

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

- gather more information from parents about what children can do at home and what they are interested in
- strengthen monitoring and identify and address the minor inconsistencies in practice.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 311821  |
| <b>Local authority</b>                             | Gateshead   |
| <b>Inspection number</b>                           | 10279954  |
| <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>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 24  |
| <b>Name of registered person</b>                   | Caterpillar Club and Bumble Bees C.I.C  |
| <b>Registered person unique reference number</b>   | RP902128  |
| <b>Telephone number</b>                            | 0191 410 2343   |
| <b>Date of previous inspection</b>                 | 5 September 2017  |

## Information about this early years setting

Caterpillar Club & Bumble Bees CIC registered in 1995. The setting employs six members of childcare staff. Of whom, four hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 9am until 3pm, during term time only. The setting provides funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager showed the inspector around the setting and explained how she organises her provision.
- The inspector talked to children and staff at appropriate times during the inspection.
- Parents spoke to the inspector and explained their views on the setting.
- The manager evaluated an activity with the inspector.
- The inspector observed children playing and learning and evaluated the quality of learning.
- The manager showed the inspector a range of documents, including those relating to staff suitability.
- The inspector spoke to the nominated person.
- The manager explained how she manages the provision and keeps children safe.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023