

Inspection of Caterpillar Day Care

32 Stansfield Road, Todmorden, Lancashire OL14 5DL

Inspection date: 25 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident at this home-from-home nursery. Kind, caring and friendly staff greet children and families warmly. Staff create an environment where children can be sociable and enjoy each other's company. Children happily play with their friends and adults. They are confident to speak with adults and share their knowledge and ideas. Staff have high expectations of children's behaviour. They form positive relationships with children. Staff help children to understand the rules of the nursery. They encourage children to put resources away when they finish using them. Children remind their friends to use their 'walking feet' when they start to run inside. They show determination and concentration as they attempt to put the jigsaw pieces in a puzzle. Children's behaviour is good. They feel safe and secure.

Staff support children to develop a love of stories, songs and rhymes. Children have favourite stories and join in with the phrases and words of the stories. Staff use puppets and props as they sing songs and rhymes. Children choose the puppets and join in with the words and actions. Staff introduce stories when they are out in the community. For example, they tell children the story of 'The Three Billy Goats Gruff' as they walk over the railway bridge and 'We're going on a Bear Hunt' as they walk through the forest.

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

- Staff support children's language and communication development very well. They engage children in back-and-forth conversations. Staff model new words as they play. For example, they comment the glue is 'gloopy'. Staff model the names of fruit and vegetables as children play a threading game. They introduce the word 'bungalow' as they talk about different houses. Children are confident talkers.
- Staff plan activities for children to develop their physical skills. Children run around the outdoor area. They enjoy racing on scooters and ride-on toys. Children use their large muscles to shake the parachute. Staff teach children how to play hopscotch. Children competently jump and hop across the numbers. They develop good physical skills and are confident movers.
- Children enjoy doing things for themselves. They access the resources and enjoy the challenge of using scissors. Staff encourage children to wash their hands and put their coats on. However, children do not have the same opportunity to develop their independence skills at snack times and mealtimes. Staff pour children's drinks and serve their food. Children do not have the opportunity to do this for themselves. This means that children may not make the progress they are capable of in this area.
- Staff complete the progress check for children aged between two and three

years effectively. Managers work with health visitors to identify any support that children and families may need. They work with outside agencies to ensure that children receive the support they need. Managers use additional funding effectively. For example, they offer children additional sessions during the holidays. Staff plan appropriate next steps in learning for children. All children make good progress.

- Leaders and managers plan a range of experiences for children to explore the wider world. Children visit the allotment and go on walks through the woods. Staff and children fundraise for various charities within the local and wider community. This helps children to develop an understanding of their local community and the wider world.
- Children learn to competently use scissors and use a variety of mark-making tools. Staff plan activities for children to explore creative resources. However, sometimes the resources available limit children's imaginative and creative development. For example, staff provide children with a spring creative activity that only has paper and paint that are shades of pink and purple. This means that children have limited colours that they can use.
- Leaders and managers communicate well with parents. Parents feel well informed and are very happy with the care their children receive. They comment their children enjoy attending the nursery. Parents share that their children have 'come on leaps and bounds' since attending the nursery. They appreciate the monthly updates and the reports they receive about their child's learning and development. Staff share activities that families can complete at home. This helps children to develop the skills they need when they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan further ways to allow children to consistently develop their independence skills, particularly during mealtimes and snack times
- consider how children can develop their imaginations and creativity skills during planned activities.

Setting details

Unique reference number	EY219575
Local authority	Calderdale
Inspection number	10317091
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	36
Number of children on roll	39
Name of registered person	Ellis, Margaret
Registered person unique reference number	RP906793
Telephone number	01706 817695
Date of previous inspection	25 May 2018

Information about this early years setting

Caterpillar Day Care registered in 2003 and is located in Calderdale. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens all year round, from 7.30am until 5.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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