

Inspection of Caterpillar Nursery

Brookhurst Primary School, Ullswater Avenue, LEAMINGTON SPA, Warwickshire
CV32 6NH

Inspection date: 12 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Leaders have not notified Ofsted of changes to one of their company directors. This means that the relevant suitability checks cannot be made. However, this breach of the requirements has no impact on children because the director has no contact or involvement with them.

Staff create an enriching environment for children to learn and build friendships. They take the time to understand each child deeply, enabling them to personalise activities based on the children's interests and educational needs. The extensive outdoor area provides a wealth of learning opportunities, allowing children to explore and develop. Specifically, the digging area stimulates children's creativity and imagination, fostering curiosity and exploration.

Staff have a clear expectation of the children's behaviour. They communicate rules and explain routines clearly and consistently, so children behave well. Staff use simple chants to reinforce their key messages, while explaining why rules are in place and how they help to keep children safe. Staff and children show respect and care towards each other. For example, when outside, children recognise a change in the weather. They encourage their friends to put on additional clothes so they are not cold.

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

- Leaders demonstrate a strong vision for the setting and actively support staff to enhance their knowledge and early years practice through effective supervision. They have a good understanding of safe recruitment processes and the necessity for ongoing suitability checks for staff working directly with children. However, systems to ensure that Ofsted is informed of changes to directors are not robust enough.
- Staff actively create opportunities for children to develop their communication and language skills. By incorporating various communication tools, such as Makaton and Widget symbols, they provide essential support to enhance children's understanding. Every interaction, such as making play dough, becomes an opportunity to expand the children's language, allowing them to express themselves more confidently.
- Staff deliver a curriculum that supports children to make progress from their individual starting points. Children with special educational needs and/or disabilities (SEND) receive excellent support from caring, knowledgeable staff who work with integrity to ensure that every child receives the necessary support.
- Staff acknowledge children's achievements by documenting them in learning stories that children can revisit. There are efficient systems in place to ensure

accurate assessments. Staff dedicate a focus week to each child, during which they observe and encourage new learning opportunities. These focus weeks help staff to pay close attention to the children's needs and enhance their relationships with parents during regular feedback sessions.

- Staff understand the importance of partnership working and they collaborate with multiple agencies to contribute to the care and education of children. They maintain effective communication with parents, ensuring that they are kept informed about their children's progress. Additionally, staff actively promote opportunities for children to continue their learning at home. They provide parents with tailored support and guidance to help them address children's individual learning needs.
- Group activities are not always organised well enough to ensure that younger children are able to participate fully and gain the most from the learning experience. For example, during circle time, staff greet children individually and spend time asking them to choose their lunch. This activity takes a long time and the younger children lose interest and disengage.
- Staff provide many opportunities for children to become independent. They actively help children to gain confidence in using the toilet and enable them to access the resources they need to complete tasks or enhance their play. Staff ensure that children have access to healthy snacks and fresh drinking water. Overall, staff promote good hand hygiene practices. However, occasionally this is inconsistent, which results in situations where children are unable to clean their hands before eating snacks when they are outdoors.
- Staff work closely with the school. Children join the whole school to practise fire evacuation procedures. Staff reassure children and praise their behaviour. Children also have lunch in the school dining hall. This provides an opportunity for them to experience the school environment and develop their awareness of lunchtime routines.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that Ofsted is informed of any changes to directors to ensure all relevant checks are completed in a timely way.	02/09/2024
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To further improve the quality of the early years provision, the provider should:

- help staff to recognise how to further support younger children to benefit more from focused teaching, especially in whole-group situations
- reflect on the arrangements for promoting good hand hygiene to ensure consistency in practice, particularly when accessing snacks outdoors.

Setting details

Unique reference number	EY535882
Local authority	Warwickshire
Inspection number	10353589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	31
Name of registered person	Caterpillar Nursery (Leamington Spa) Limited
Registered person unique reference number	RP535881
Telephone number	01926 885492
Date of previous inspection	16 November 2018

Information about this early years setting

Caterpillar Nursery re-registered in 2016 and is in Leamington Spa. The setting opens Monday to Friday during term time only. The setting opens at 7.50am and closes at 6pm to offer a breakfast and after-school club as well as the pre-school provision. The setting employs five members of staff, three of whom hold a recognised early years qualification. The setting provides early education funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Abraham

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.

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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