

Caterpillar Nursery

Inspection report for early years provision

Unique reference number 200795
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Inspector Gillian Walley

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Caterpillar Nursery has been registered since 1985. The nursery operates from a cabin within the grounds of Brookhurst School, which is in north Leamington Spa. The premises comprises of a main classroom with a kitchen/office and a toilet area. There is a fully enclosed outdoor play area. Most children live locally and tend to move on to the local schools in the area. There are currently 46 children on roll. This includes some children who receive funding for their nursery education. The setting is able to support and has access for children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery is open from 9.00am to 12.45pm and 1.00pm to 3.30pm for sessional care, or from 9.00am to 3.30pm for full day care. The nursery is open during term-time only. The group is run by a committee consisting of parents and staff. There are four staff available to work with the children. Two of the staff have a relevant early years qualification to Level 3 and a further member of staff has a Level 2 qualification. The manager has an Early Years foundation degree. The setting receives support from a local authority advisory teacher. It has good links with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make very good progress because the nursery is inclusive and because the new manager and her staff are an experienced and well qualified team. The nursery has an outstanding capacity to improve because the staff evaluate the provision frequently and have made many changes to their procedures.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- displaying more vocabulary in the classroom and outdoor area so that children can recognise the letter sounds they are learning.

The effectiveness of leadership and management of the early years provision

Caterpillar Nursery is extremely well led and managed and it runs very smoothly. The staff update their skills regularly and adapt their practice, for example in first aid, health and safety and developing children's understanding of the multicultural world. The staff have made many improvements to arrangements for ensuring that the children are safe and secure. Gates and doors are kept locked and visitors are asked to sign in. When children are arriving or going home one member of staff always stays at the door and this is something parents find especially reassuring. The children practise leaving the building in an emergency and can talk about how

they need to do this to keep safe. The staff make careful checks of all areas of the premises before each session to be sure there are no hazards. If a child is unwell or has an accident two adults and the child's parent sign the appropriate form, and the staff keep careful notes of any incidents which occur. Details of children's allergies can be seen easily by the staff, and if a parent is in unexpectedly late at collection time there is a password system which ensures that no child is vulnerable. Staff are appropriately vetted.

The new manager has made many changes to improve the provision and has responded well to the recommendations of the last inspection report. Children are now observed when they are learning and their progress is recorded and used to plan the opportunities they need next. The manager uses an excellent system for monitoring this progress constantly and this enables her to know how much progress each group is making and whether children are making more progress in some areas of their learning than others. She can then make changes to the activities which are available. The manager has built a very good partnership with parents and involves them fully in their children's development. For example she asks them to provide photos of things the children do at home so that they can talk about them at nursery, and she asks them what the children are most interested in. Children take turns to take home a bear which parents photograph with them during the weekend and these photos are used to help children develop their speaking and listening skills. When children start coming to the nursery the manager asks parents for detailed information so that she can be sure the children are well supported and will settle easily. She also provides books and story sacks for children to enjoy at home. Parents can come in at any time to look at their children's learning journey books, and they receive regular written reports so that they know what progress their children have made. There are also parents' meetings. The manager values the parents' views and uses regular surveys, although parents know that they can easily talk to the staff informally if they wish to. Parents can see menus displayed and useful information as well as photos of their children's key workers, and parents receive weekly newsletters so that they always know what is going on. They have every confidence in the manager and staff to keep their children safe and to provide challenging and exciting activities for them. They feel their children make very good progress especially in their social skills and confidence. They like the calm and cosy atmosphere and cannot think of anything which could be improved. The nursery works very closely with the adjoining primary school and the children make several visits before they move to the reception class so that they know what to expect when they leave, can meet their next teacher and will settle easily. The staff work very well with other agencies and with parents to provide very good support for children who find learning more difficult so that they make very good progress.

The quality and standards of the early years provision and outcomes for children

Children make outstanding progress because the staff plan exciting activities which interest them and encourage them to explore and investigate. The classroom and outdoor area are both very stimulating and well-equipped, and the children can find the toys they want to play with easily because they are well labelled and easy

to reach. There is very good support for children to learn independently, for example by seeing letters and numbers displayed, but they do not see a wide range of words and labels which would reinforce their knowledge of letter sounds. There is an inviting book corner and very good areas for painting, printing and collage which encourage the children to develop their creative skills and activities such as threading and cutting which help them with their fine motor skills. Outdoors the children learn in a very stimulating area which provides especially good opportunities for learning about the world around them, and about road safety. The children make very good progress in their physical development because they can choose from a wide range of climbing equipment. The children really enjoy their new sensory garden, and look forward to cooking and eating the vegetables they grow. There are very good resources for developing the children's skills in using computers and other technology such as roamers, and this is an area where parents feel their children make especially good progress. The children's behaviour is exemplary. They are polite, respect adults and one another, and enjoy talking to visitors about their learning. They listen very well, for example during circle time. The adults are excellent role models for them, and speak to them gently. Children play well together and they persevere and share their toys well. They develop very good self-esteem because the adults praise them for their good manners and for what they achieve, and they take pride in having their paintings and photographs displayed. The children develop their imagination through dressing up and role play, for example on the pirate ship in the garden. Many of the activities they enjoy are linked to a theme. For example after they read the story of 'Goldilocks and the Three Bears', they helped to make the three bears' cottage in the classroom, and they compared different sized bowls of porridge. The adults question the children very well so that they learn to solve problems and make predictions. The children learn about customs and special celebrations, for example at Diwali they made clay pots and cooked chapattis. They play with multicultural dolls and books. The children learn about the importance of a healthy lifestyle because they eat healthy snacks and the staff advise parents about providing nutritious packed lunches. At lunch time the children sit properly and have very good table manners. They know how to avoid infection by washing their hands before they eat. The adults use every opportunity to practise what the children have learnt, for example at registration time the children count how many children are present. The children become more independent, for example they can choose when to have their snacks and drinks, and they find their own lunch boxes from the trolley.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met