



Caterpillar Nursery

Inspection report for early years provision

Unique Reference Number	200795
Inspection date	16 November 2006
Inspector	Rachael Mankiewicz
Setting Address	Brookhurst Primary School, Ullswater Avenue, Leamington Spa, Warwickshire, CV32 6NH
Telephone number	07967 203 181
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Registered person	Caterpillar Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 38 children on roll. This includes 28 children who receive funding for their nursery education. The setting is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open from 09.00 to 12.45 and 13.00 to 15.30 for sessional care, or from 09.00 to 15.30 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 three 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 setting receives support from a local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a clean, warm, comfortable and child friendly environment. They are protected from infection through effective hygiene routines which the children try to imitate. Older children have a secure awareness of how and why they need to wash their hands as they talk about the germs that they might have on their hands from playing in the leaves. They learn the importance of good hygiene practices in promoting their health as they become increasingly independent in their personal care. Many children access the tissue boxes as they need to and appropriately dispose of the used tissues. Children's welfare is safeguarded because staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Children enjoy very good opportunities to develop their physical skills. They have daily opportunities to get fresh air to promote their development by using the setting's outdoor area at each session and spending a playtime on the school playground. Children excitedly chase hoops and use them as reins for their imaginary horses. They skilfully negotiate space and take part in vigorous action rhymes and dances. Large and small equipment is used well to allow children to develop good control over their bodies. They run, jump, climb and move with confidence. Quieter activities take place spontaneously outside as children explore leaf piles, looking for mini-beasts and listening to the sounds around them.

Children have an excellent understanding of the benefits of a healthy diet in promoting their growth and development as they eat snacks at the café-style snack time. They independently access the good choice of fruit, vegetables and savoury snacks. Children readily cut their own bananas and pour their own drinks. Some children are reminded to help themselves to drinks at other times but others readily help themselves. Children are helped to enjoy food and understand why some are healthy and others are not as they talk to staff about what they have brought in their lunch boxes. They show preferences and talk about flavours and textures, and this is extended as they try different foods at taste testings and when celebrating different festivals. Further planned opportunities for learning about food and food hygiene are offered during cooking activities such as discovering what happens when yeast is added when they make bread.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment where risk of accidental injury is minimised by the staff's vigilance and good practices based on required documentation. The premises and outside area are secure and children are unable to leave them unsupervised. This enables

children to move freely and to develop their play and ideas in a safe environment. They have opportunities which offer challenge within safe limits, both indoors and outside, such as climbing and balancing on the static equipment or searching for the rabbit in the garden.

Children learn about safety and use high quality equipment appropriate to their age and stage of development, and they begin to take personal responsibility for their safety. For example, they play enthusiastically with large play equipment and sensitively negotiate space around the room. They learn about road safety as an activity in the nursery and transfer their knowledge as they walk around the local environment. Children safely and deftly manipulate tools and implements as they make bread and plant seeds and they develop good hand-eye coordination as they use craft tools.

Children's well-being is safeguarded and promoted because staff have a good knowledge and understanding of child protection policies and procedures. Their safety and welfare is further enhanced by staff carefully monitoring access to the premises, checking all equipment and complying with fire requirements such as completing regular fire safety evacuations and having regular checks of fire fighting equipment.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy playing, learning and having fun with their friends and with adults in the nursery. Their development is promoted by knowledgeable and experienced staff who provide an exciting learning environment for the children. Children develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, children enjoy the sensory experience of making bread and talk about what happens when they add water to the dry mixture. Children are forming positive relationships with other children and seek out friends to share experiences and to enjoy time together when they choose to have their snack. Children use their imaginations well and with enjoyment as they construct buildings and take part in a wide range of art and craft activities. They learn by participating in many day-to-day domestic routines and activities as well as from particular activities and resources provided. For example, as they help to tidy away ready to go to the playground or as they count the number of children present at registration time. This further helps to develop children's independence and their understanding of organisation. Most children are successfully making sense of simple numbers in their play, beginning to recognise shapes and to use words to describe size. Children's needs are met through effective organisation and planning for the progress of all children. Staff are beginning to develop their use of the 'Birth to three matters' framework as a formal developmental system for the younger children.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage guidance and plan an interesting range of activities to provide opportunities for learning in all six areas of the curriculum. A good range of well-chosen resources supports children's learning across all areas. Effective use of time helps staff support children in a mixture of adult and child-initiated activities and enables them to make progress. A key worker system ensures that one member of staff takes a special interest in the development, welfare and progress of

each child in their group. Appropriate individual challenge for each child is ensured through good questioning and enabling by the knowledgeable staff. Observations and assessments of the child's progress towards the early learning goals are used for planning for the individual child's progress. Initial information of abilities is received from parents but further information gained from the parents is not formally used to inform planning and suggestions of how parents can extend their children's learning at home are limited.

Children use their imagination well in role play and with small world figures. They express their ideas through art and craft activities using a variety of textures and materials. A well-resourced role-play area is set out as a dinosaur forest and children help to decorate this area by cutting out pictures of trees and dinosaurs. Children's artwork is displayed on the walls and a gallery enables children to take pride in special photographs they have taken themselves. A good range of musical instruments is available to accompany songs and dance and children listen attentively to music and sounds. Children's hand and eye coordination is well developed as they play with construction kits, manipulate jigsaws and use one handed tools. Older children are confident speakers and have a good vocabulary. They listen to letter sounds, recognise their names, regularly share books and enjoy group story time. Their communication skills are developing further through learning Makaton signing and some simple French words. Children use marks to represent their ideas, for example, as they colour and paint and as they begin to write their names. Older children are beginning to develop the use of mathematical ideas, including sorting and counting large numbers in English and French, playing maths games and solving problems in planned activities.

Children begin to make sense of the world around them as they explore a variety of materials. For example, using their hands to make bread and a variety of tools with play dough, water and sand. Children investigate how things are made and how they work as they explore construction materials and make models. Their computer skills are developing well and they use simple working technology such as tills, programmable toys and cameras to support their learning. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. They find out about the environment as they take part in gardening activities and explore the grounds. They begin to explore the wider world through looking at holiday destinations and taking part in the celebration of festivals.

Helping children make a positive contribution

The provision is good.

Children are made welcome, settle well and are respected as individuals. They gain confidence and self-assurance through making choices about activities and moving around the room interacting with staff and other children. Children have good access to resources including free access to the outdoor area during most of the session. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. The needs of children with learning difficulties and/or disabilities and those who speak English as an additional language are recognised and met sensitively. Children begin to understand the wider

world as they gain knowledge of different cultures and religions and celebrate festivals and national days. They participate enthusiastically during the sessions when parents come in to nursery to share their skills and knowledge.

The children behave very well as they respond well to the consistent boundaries set for them and the encouragement to behave well given by the caring staff. Children's self-esteem and confidence is promoted by the use of regular praise and reassurance. Staff have high expectations for all children and are good role models. Older children begin to take responsibility to manage their own behaviour and to negotiate with others. They offer to help adults and friends by including them in the games they have initiated and enthusiastically tidying up. Children's spiritual, moral, social and cultural development is fostered well.

The children's well-being at the nursery is enhanced by the good partnership with parents. Parents are informed about how the nursery operates and many are involved in the management of the setting. Parents receive a comprehensive welcome pack, written notices and newsletters about the care of the children. Updated, colourful displays inform parents of the activities provided. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery.

The partnership with parents and carers of children receiving funding for their nursery education is good. This helps foster children's progress in the nursery. Regular discussions take place to ensure that parents know how their children are developing and parents' evenings are offered. However, formal systems are not in place to show parents how they can contribute to their children's progress and how parents can consolidate and extend what the children have learnt previously.

Organisation

The organisation is good.

Children's care is enhanced by the good quality of organisation of the nursery. Space and resources are laid out well and children benefit from this as they make the most of the play and learning opportunities. Children's care and education is encouraged by the very good staff to child ratios and the care given by qualified and skilled staff. They support children well during activities and allow them time and space to initiate their own learning. All documentation which contributes to children's health, safety and well-being is in place to ensure that the individual care plans are met. The operational plan, including policies and procedures, is reviewed regularly.

Leadership and management of the nursery education are good. Staff and management work well together as a team committed to the continuous improvement and development of the setting. They regularly reflect and monitor the quality of care and education and they continue to upgrade their training and knowledge. This can be evidenced through the range of activities and resources and innovative ideas available in the nursery. The management team have a suitable and rigorous system in place to ensure children are cared for by staff with appropriate qualifications and experience and an effective system to ensure they remain suitable. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, the setting was asked to ensure the procedures in place in the event of a child being lost are clear. The policy has been reviewed and procedures are clear to ensure that the welfare of children is fully safeguarded.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the outcomes for children under three by using an approach in line with 'Birth to three matters'.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the use of observations of children, purposeful evaluations of activities and information gained from parents to plan the next steps in learning for individual children
- encourage parents and carers to become more involved in their child's learning by sharing information about the educational programme and how to extend learning at home.

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