

Caterpillar Day Nursery

Inspection report for early years provision

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Inspector Carly Mooney

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Type of setting Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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.

Description of the setting

Caterpillar Day Nursery was registered in 2008. It is one of 20 nurseries operated by Tree Tops Day Nurseries LTD. It is situated in a former cottage in Deeping St James, Lincolnshire. There is a fully enclosed outside play area and parents access the setting through a keypad locked gate into the garden. The nursery is open each weekday from 07:30 until 18:00 all year round, except for Christmas and Bank Holidays.

The nursery is registered on the Early Years Register to care for a maximum of 50 children at any one time from six weeks to under five years. The provision is also registered on compulsory and voluntary parts of the Childcare Register. There are currently 49 children on roll, 21 of whom are in receipt of nursery education funding. The pre-school is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are eight members of staff, all of whom hold recognised early years qualifications. The nursery receives support from Lincolnshire Local Authority and are members of the National Day Nurseries Association (NDNA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A safe and welcoming environment is provided for all children, which helps them to enjoy their time at the setting and develop positive attitudes to learning. They have developed warm relationships with staff, who clearly understand children's individual needs well. Staff have developed good skills in planning, observing and assessing children's progress towards the early learning goals. Parents and staff work closely together to ensure that children's individuality is recognised and valued. There are effective systems in place to self-evaluate the setting and all staff are committed to continually improving outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

The leadership and management of the early years provision

Children play in a safe, secure and welcoming environment. For example, most available wall space is covered with examples of children's work and photographs which gives children a true sense of belonging. All staff hold recognised childcare qualifications, which helps to underpin their understanding of good childcare

practice. They work well together as a cohesive team, presenting positive role models for children. Rooms are bright, stimulating and organised well. The day-to-day running of the setting allows children good opportunities for free flow play between inside and outside and the freedom to choose the activities they wish to participate in.

There is a comprehensive, well-organised set of policies and procedures in place which contribute effectively to the smooth running of the setting. Children's welfare is fully safeguarded as all aspects of the premises and outings are thoroughly risk-assessed and staff are clear in their knowledge of Local Safeguarding Children Board procedures and their duty to protect children in their care. The setting ensures that staff are suitable to work with children as robust recruitment and vetting procedures are followed. There is a good commitment from all staff to attend training on a regular basis in order to consistently update their learning and skills. Effective systems are in place to monitor and evaluate the provision which identify priorities for improvement, including gaining the views of all staff and parents.

The nursery works well in partnership with parents. Staff demonstrate a good understanding of the benefits of working closely with parents, providing opportunities for parents to become involved in their child's learning, for example, through the letter bag and taking home 'Louis', the puppet. Parents are well-informed about their child's progress and achievements through regular consultations and they have good opportunities to share what they know about their child, for example, by completing a leaf on the learning tree. Clear links have formed with other agencies where necessary to meet children's individual needs. However, partnerships with other carers of children attending the setting are not yet fully established.

The quality and standards of the early years provision

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage (EYFS) which enables them to offer challenging activities and experiences to support and extend each child's learning and development. Flexible planning incorporates a good balance of adult-led and child-initiated activities which fully support children's individual needs and interests. Staff carry out regular observations of the children as they play and these form part of a child's learning journey, showing a good reflection of the progress they make through the six areas of learning. Parents are encouraged to contribute to these records regularly.

Children clearly enjoy their time at the setting and have developed close relationships with both adults and peers. Older children's independent skills are promoted well as they attempt to serve their own lunch and scrape their plates. Children have daily opportunities to share and enjoy books, rhymes and songs. Babies 'babble' to themselves as they turn the pages of a book and older children are very enthusiastic about what may happen next, as they listen to familiar stories they enjoy. Children are becoming confident communicators due to staff's responses to their conversations, ideas and opinions. Clear labelling in all rooms, including in other languages, supports children's understanding that print carries

meaning. Good mark-making opportunities are provided both inside and out, for example, free chalking on the ground and within the mark-making shed. Children show a keen interest in ICT and enjoy using a digital camera to take real pictures of their friends or passing aeroplanes in the sky.

Children learn to recognise numerals in their everyday environment through fun activities such as parking their bike in the numbered spaces and using numbered playdough cutters. Children are able to freely express their creativity through a range of activities, such as painting, sticking and gloop play. They listen carefully to the noise of breaking cornflakes as they squeeze it with their fingers. All children enjoy play in the fresh air on a daily basis in the outside area, where they have ample space to run around, ride bicycles or play on the static equipment to exercise their large muscle skills. Children use their imagination well during role play as they make breakfast or go shopping at 'Caterpillar stores'.

Children are learning to keep themselves safe as they learn how to handle scissors correctly and participate in regular fire drills. Effective hygiene procedures are in place and children are familiar with hand washing routines before snack and lunch. Information regarding individual health needs is obtained and adhered to. Staff are extra vigilant concerning children's allergies and special dietary requirements and have effective procedures in place to ensure children's needs are fully met such as a red plate system. All relevant documentation, such as accident records, are clearly recorded. Snacks and meals are healthy and nutritious and provide a good balance across all food groups. Children are busy and occupied and as a result, their behaviour is good. Staff consistently praise and encourage children to build their self-esteem. They ensure all children feel recognised and valued and are fully included in all aspects of the setting.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since registration.

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.