

# Charlie Caterpillars Day Nursery

Grace International Centre, Leamore Lane, BLOXWICH, Walsall, WS2 7PS

<b>Inspection date</b>	26/03/2013
Previous inspection date	07/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children enjoy an abundance of exciting and inventive experiences, such as the muddy kitchen area, to enhance their learning and sustain their interests. Staff are very skilled at extending or adjusting activities to meet children's individual learning needs to ensure that children make excellent progress.
- An extremely effective key person system which clearly works in practice provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Children's behaviour is exceptionally well-managed. Highly effective behaviour management strategies help and support children to manage their own behaviour.
- Excellent partnerships both with parents and other professionals ensure that children's individual needs are recognised and given the utmost priority.
- A superb and dynamic supportive management system is in place. Staff are encouraged to take on additional responsibilities within the nursery which raises morale and makes them feel valued and highly motivated.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the four main playrooms and the outdoor learning environment, including a joint observation with the manager of the nursery.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector also took account of the views of parents spoken to on the day of the inspection and from parents' questionnaires.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

Charlie Caterpillars Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted office premises in the Bloxwich area of Walsall, and is managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 38 members of childcare staff. Of these, 37 hold appropriate early years qualifications at level 2 and 3, including three staff with an Early Years Degree.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 118 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance the already excellent outdoor learning environment further, to enrich and maximise children's opportunities to investigate the natural world so that they continue to achieve at the highest level.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

All children thoroughly enjoy the time in a rich, varied and imaginative environment. They eagerly join-in and share the excellent and exciting experiences that staff provide for them. All of which encourages their curiosity and helps to make them enthusiastic learners. Planning is relevant to every individual child's needs and staff are extremely skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Staff recognise children's individual learning needs and patterns and provide an extensive range of activities to support these. They have implemented the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. This ensures that all children make outstanding progress

in line with their starting points and individual abilities. Children's individual assessments are in place and parents are invited to contribute and share information about their child's development and learning interests at home. Parents can see a copy of their child's planning sheet and the learning goals and objectives of activities which are displayed in every room.

Children throughout the nursery are making exemplary progress in all areas of learning. Priority is given by staff to developing children's communication and language skills. Staff have applied the ideas and values from recent training to ensure that all children are able to communicate effectively either through speech or gesture depending on their age and ability. Staff provide visual images, timelines and symbols and sign language to give additional support to children with special educational needs and/or disabilities and those who speak English as an additional language. Staff use books to encourage younger children to use expressive language. They point happily to the pictures of animals and make the appropriate sounds. Older children are able to re-tell stories in the correct order and then act them out during role play.

Equality of opportunity is a real strength and all children are welcome in the nursery. Positive images are displayed around the setting and major celebrations from a variety of faiths and cultures are celebrated in nursery. Staff are a valuable resource in this setting and they use their personal experiences to take time to find out and embrace other cultures and provide activities for children which reflect their home customs. For example, making cakes and cards for the Easter service in the community or Indian sweets for Diwali. This helps them to feel totally included and ensures that they settle well.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the building. Staff in the baby room are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. Babies especially enjoy exploring and investigating in the ball pool, hiding in the tunnels or using newly acquired skills of crawling or walking to navigate slopes and steps.

Children enjoy dressing-up and happily show off their 'action hero muscles' and make a den to hide in. This helps to develop their imaginative skills in a non-biased environment. Early mark making is promoted through a variety of media, such as pushing paint around the table to experience the texture and effects of mixing or digging in the sandpit using seashells. Older children deftly make cakes, discussing the ingredients and weighing them on scales. Staff skilfully encourage children to recall their experiences of hatching eggs, asking children if they can hear anything inside the egg, 'a chicken' responds one child. Staff have developed close working relationships with local schools and other provisions that children attend. They regularly share information and staff take them to visit the school they will be moving to. This ensures that the transition from nursery to school is a positive experience for the children.

## The contribution of the early years provision to the well-being of children

The premises are beautifully maintained and resourced to provide children with a stimulating environment in which they learn and develop. A well-established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out staff for a cuddle if they become tired or need reassurance. Children are exceptionally well-supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Staff ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Throughout the nursery, children spend time with other groups either in outdoor activities or sharing story times. This helps them to become familiar with other children and staff.

Children's health is very well-promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs as they learn how to wash their hands and clean their teeth correctly. Children enjoy healthy meals and snacks which are prepared on site by the nursery cook. Menus are well-balanced and ingredients are locally sourced. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together around the table. They learn how to lay a table, use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence. Children's behaviour is exemplary. The member of staff responsible for behaviour management has introduced excellent and innovative ideas to support children and staff in encouraging positive behaviour. Children know how to move through the nursery and start to take responsibility for their own behaviour.

Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are exceptional. They are able to access their own planting and growing area and use the 'muddy kitchen' which has been created by staff to provide them with an exciting and invigorating way of learning to keep healthy as they to enjoy splashing in muddy puddles or making mud pies, which they cook in the outdoor microwave. This helps them to develop large muscle skills and coordination. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and staff re-enforce these before children use the area. Children form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share and take turns. They are extremely polite and use please

and thank you as part of their normal daily routine.

### **The effectiveness of the leadership and management of the early years provision**

Children are exceptionally well-safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from who to seek advice. Recruitment procedures are rigorous and robust. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health. Any concerns relating to staff conduct are immediately acted upon and assessed to ensure that all staff working with the children are of a high calibre and are totally suitable. Induction procedures are in place to help and support new staff and students. Appraisals and supervision meetings are used to identify any areas for improvement. The manager is very hands on and supportive of all staff. She encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Staff provide parents with useful information, such as behaviour management, and encourage them to share their ideas and thoughts for improvements for the nursery. Parents are extremely happy with the nursery and comments received are very positive. They say that 'the nursery is an extension of home, that the provision of care is of the highest standard, staff are outstanding and children's development is consistently high'. They say that 'children are excited and happy to attend, that staff are excellent and know the children very well and that they help children to start school with confidence and provide a fantastic foundation in their learning attitude and social skills'. Excellent partnerships with other professionals involved with the children, such as speech and language therapists, helps them to reach their development goals.

The management team are clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority. They are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas to fully integrate the nursery into the community, such as a project that reclaims and recycles waste from local industry, to inspire children's creativity. The management team are very supportive of staff and their caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY102780
<b>Local authority</b>	Walsall
<b>Inspection number</b>	909349
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Charlie Caterpillar's Day Nursery Ltd
<b>Date of previous inspection</b>	07/12/2010
<b>Telephone number</b>	01922 497136

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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