

# Caterpillars Day Nursery

Inspection report for early years provision

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**Unique reference number** EY368703  
**Inspection date** 10/07/2009  
**Inspector** Deborah Jacqueline Newbury

**Setting address** Kingston Liberal Synagogue, Rushett Road, THAMES  
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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 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

Caterpillars Nursery was registered in 2008. The setting operates from one large and one smaller room within the premises of the Kingston Liberal Synagogue, which is situated in Long Ditton in Surrey. There are suitable kitchen and toilet facilities on site. One toilet is suitable for wheelchair access. Secure fencing with electronically operated gates by remote control, enclose an outside area which is used for outdoor play.

The nursery is open Monday to Friday term-time only from 09:15 to 12:15. The nursery also offers an extended session for children to stay for lunch from 12:15 to 13:10. It is registered to care for a maximum of 39 children in the early years age group at any one time, of these, none may be under 2 years at any one time. There are currently 50 children on roll, aged from two to five years. This includes 27 children who are in receipt of funding for Nursery Education. Children attend for a variety of sessions. The setting welcomes children with learning difficulties and/or disabilities and children who are learning English as an additional language.

The nursery employs eight members of staff, of whom four hold appropriate early years qualifications. Six members of staff work on a daily basis.

The setting receives support from the local authority Early Years and Childcare Service.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. There is a happy, relaxed atmosphere at this nursery where children and their parents are warmly welcomed. Children are happy and confident; they enjoy the time they spend here and make steady progress in their learning and development, supported by kind, caring practitioners. They have their welfare needs met and inclusive practice is promoted in most areas. However, one specific welfare legal requirement has not been met. There are some measures in place to ensure continuous improvement and the development of practice.

## What steps need to be taken to improve provision further?

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

- improve opportunities for children to explore information communication technology
- develop the promotion of inclusive practice by building on children's experiences of language at home by providing a range of opportunities to use their home languages in their play and learning and a variety of writing in the children's home languages

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct and maintain a record of regular risk assessments for all areas of the premises used by children to ensure hazards are identified and risks to children minimised [Suitable premises, environment and equipment]

27/07/2009

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

The registered person is responsible for recruitment and vetting. All practitioners and other people on site when the nursery is operating, hold Criminal Record Bureau disclosures. Qualification requirements are adhered to and practitioners take advantage of training opportunities and workshops offered by the local authority. The nursery receives support from the early years and childcare service to help move its practice forward and thus, improve outcomes for children. Such measures contribute to an ongoing capacity for continuous improvement. However, at the time of inspection, there was no other evidence available of any further self-evaluation systems in place. Most documentation required for registration is maintained appropriately although there is no risk assessment. This is a breach of one of the specific legal requirements for children's Welfare.

New starters and their parents are invited to visit the nursery and meet their child's key-worker before they start, which helps children begin to feel at ease and forms the basis for building good relationships. Key workers spend time talking with parents to find out about the children's routines, individual needs and capabilities. Written policies and procedures are available for them to view, which ensures parents have a clear idea about the organisation of the nursery. Parents speak positively about the nursery. They find practitioners approachable and feel that their children are happy. They know who their child's key-worker is and comment on the informal exchange of information offered by practitioners, the newsletters they receive and the parents' meetings they are invited to; all of which helps to ensure they are aware of what their children are doing and how they are progressing. Parents have some opportunity to share in the life of the nursery and in their children's learning by contributing items for 'show and tell' and as a talking point for the children's news books. Some parents however, indicate that they are not given any ideas for things they can do with their children at home to further support their learning. The transition of children from nursery to school is well supported as teachers visit the children at the setting. Arrangements for working in partnership with other providers who also deliver the Early Years Foundation Stage to children attending this setting are not so well developed.

Practitioners are aware of their role and responsibilities and are warm and friendly towards children. They are gently reassuring, for example, in instances where children are a little unsettled or when they have an accident. This adds to children's emotional well-being and their sense of security and belonging. Children are safeguarded as most practitioners are secure in their knowledge and understanding of child protection issues and some have attended relevant training

in this respect to update their knowledge. Relevant information about safeguarding is accessible within the setting.

## **The quality and standards of the early years provision**

Children enjoy healthy, nutritious snacks with a good choice of different fruits that are brought from home for everyone to share. This approach enables the nursery and parents to work together to help children develop positive attitudes towards healthy eating. Drinking water is easily accessible throughout the session and food is provided in plentiful quantity which means that children can eat their fill. Older children display good understanding of the snack bar routine; they make their own decisions about when they would like to have something to eat and independently serve themselves. All children have daily opportunities for fresh air and exercise, which promotes their good health and physical development. They enjoy racing around with hoops, riding the wheeled toys and playing with sand. Practitioners also plan specific outdoor activities, such as parachute play, which children enjoy greatly. Good daily hygiene routines help to prevent the spread of infection. The premises are secure and practitioners undertake a daily safety check to ensure that the areas used by children are free from hazards. They supervise children carefully and help to instil safety awareness; for example, by reminding them not to run indoors and to sit down before coming down the slide. Children learn about the expectations for polite, co-operative behaviour with the support of practitioners, who act as positive role-models. They set the scene for whole group times well by talking about the need to listen to one another and encourage them to put their hands up when they wish to speak, rather than simply calling out. Children are praised and encouraged, which promotes their self-esteem. They form good relationships with their peers and with the adults caring for them.

Children display confidence in the comfortable surroundings of the nursery, with their peers and with the adults caring for them. They arrive happily and settle to their chosen activity. The provision of accessible storage units in some areas of the nursery means that children can make independent choices from some resources. This is particularly noticeable in the role-play area where children delight in acting out different scenarios and stories, using the items provided as props and through their exploration of the different media and materials provided on a trolley in the creative area. They have less opportunity though to make independent choices in respect of construction toys as practitioners only tend to offer one type at a time. Children are not taken off site but they do benefit from some outside visitors, such as the fire brigade, and thus, start to find out about their local community. Children's spoken language skills are developing well and they listen to stories with obvious enjoyment. They benefit from many opportunities throughout the session to consolidate their understanding of what their written name looks like. Some children competently write their names using correctly formed letters and they show awareness of linking sounds and letters. They count confidently and gain understanding of the concept of simple subtraction through the medium of number rhymes.

Children are active learners who are sufficiently well motivated to investigate and explore, which ensures they make progress in their knowledge, skills and

understanding. The quality of adult:child interaction is good as they are supported by practitioners who get to know them well and who spend their time working directly with them. However, on some occasions, some adult planned activities lack challenge and children's independent learning and ability to make connections is curtailed because of restrictions placed upon them, for instance in the way they are permitted to use some resources. The nursery supports children with English as an additional language but does not provide opportunities within the environment for children to develop and use their home language in their play and learning and for this to be shared with other children. For example, key word labels do not represent all languages within the setting and there is a lack of dual-language books. Children also have limited opportunities to learn about and use information technology.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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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