

Inspection of Caterpillar Day Nursery Ltd

88 Northampton Road, Market Harborough, Leicestershire LE16 9HF

Inspection date: 9 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and receive a warm welcome from caring, attentive staff who are genuinely pleased to see them. They confidently hang up their belongings on named pegs and quickly engage in the stimulating environment that staff have carefully planned. Staff build strong, nurturing relationships with children, who show high levels of confidence and emotional security. Staff offer frequent comfort and reassurance, cuddling children when needed and playing alongside them to support their learning and well-being. As a result, children feel safe, secure and happy.

Staff prioritise children's communication and language development across the nursery. Younger children listen to staff as they model clear language. For instance, when younger children explore sand, staff introduce words such as 'pat' and 'scoop' to describe what children are doing. When younger children speak, staff repeat words back, helping them to hear the correct vocabulary. This contributes to their early speaking skills. Children learn how to use good manners. For instance, staff use sign language, such as for 'please' and 'thank you', alongside spoken words to help children begin to communicate effectively. Children invite staff to join their play, who offer a narrative to further support their speaking skills. Throughout the day, all children hear a wide range of nursery rhymes, songs and stories. Staff encourage older children to join in with familiar stories. This results in children remembering and joining in to say familiar phrases, helping to foster a love of reading.

What does the early years setting do well and what does it need to do better?

- Leaders implement a well-planned curriculum that builds on what children already know and can do. Staff gather accurate information about children's starting points before they join the nursery. They spend time observing children to carry out early assessments and identify appropriate next steps in learning. In addition, leaders and staff provide timely and targeted support for children with special educational needs and/or disabilities. They work effectively with external agencies to ensure children are fully included and make good progress from their individual starting points.
- Leaders and staff place a strong emphasis on developing children's independence in preparation for their next stage of learning. Children confidently access resources within the environment and make independent choices during their play. They serve their own lunch, pour their drinks and manage their personal care needs with increasing confidence.
- Staff actively teach children the importance of a healthy lifestyle. For instance, they sit with children at mealtimes, engaging them in conversations about healthy foods. Staff provide regular access to outdoor play, where children run,

climb and jump. These activities support children's physical development effectively.

- The curriculum generally supports children to develop positive attitudes to learning. Most children show high levels of concentration and enjoyment. They listen well and respond positively to staff. However, during circle time, some children become disengaged due to the length of time they are expected to sit. As a result, they do not always benefit from the teaching that is happening.
- Staff support children to develop early mathematical skills across the nursery. They incorporate counting into daily routines and use number songs and rhymes. As a result, children begin to use mathematical language in their play, counting with increasing confidence and showing a developing awareness of shapes, size and position.
- Overall, children behave well and take part in the activities provided. However, staff are not always consistent in how they support children to understand expectations and boundaries during play. When children display some unwanted behaviour, staff do not always give clear messages to help them understand and learn what is expected of them.
- Staff provide a variety of experiences that broaden children's understanding of the world. For example, older children attend regular forest school sessions at the local primary school, where they explore nature and build confidence outdoors. Children go on outings to the park and the library, helping them to learn about their local community. Staff organise weekly sports and music sessions, which support children's physical development and communication skills.
- Parents speak highly of the nursery, praising the excellent communication and the home-from-home environment. They value how approachable and friendly leaders and staff are. They share children's development regularly using an online app and at daily handover. This helps parents to feel involved and informed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning of group times to ensure individual learning needs are met and to support children to maintain higher levels of engagement
- support staff to ensure that they consistently manage children's behaviour to help children develop a sense of what is right and wrong.

Setting details

Unique reference number	EY411010
Local authority	Leicestershire
Inspection number	10392165
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	85
Name of registered person	Caterpillar Day Nursery Ltd
Registered person unique reference number	RP529815
Telephone number	01858432661
Date of previous inspection	8 August 2019

Information about this early years setting

Caterpillar Day Nursery Ltd is privately owned and registered in 2010. It is located in the Market Harborough area of Leicestershire. The nursery employs 27 members of childcare staff. Of these, one holds early years teacher status, one holds an appropriate qualification at level 5, 14 at level 3 and four at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children.

Information about this inspection

Inspector
Ali Lancaster

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while they are at nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the manager carried out a joint observation of a communication and language activity.

We carried out this inspection 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.

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