

Hungry Caterpillar Day Nursery

Inspection report for early years provision

Unique reference number EY282909
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Inspector Caren Carpenter

Setting address L.A. Fitness Health Club, Rowdell Road, Northolt,
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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

The Hungry Caterpillar Day Nursery and Crèche is one of several run by Hungry Caterpillar Day Nurseries Ltd. It was registered in 2004 and operates from one room on two levels within L.A. Fitness Club in Northolt, within the London borough of Ealing. There are no steps to access the setting. All children share access to an outdoor play area.

A maximum of 41 children may attend the nursery and crèche at any one time. The crèche is open five days a week from 09.30 to 16.00. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year.

There are currently 76 children aged from three months to five years on roll the crèche, of which eleven are regular users, and 50 children on roll at the nursery aged from three months to five years. Children come from the local area and/or are members of the Health Club. The nursery and crèche support children who speak English as an additional language and children with learning difficulties.

The setting employs 11 staff, of these, nine including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage are making good progress in their learning and development. Actions made from the last inspection have been addressed effectively. There is a new manager in place who receives very good support from the owner and the local advisory team. Consequently, good improvements have been made to improve the provision. The owner and the manager are aware of the strengths and areas for further improvement within the setting and work well with staff; they demonstrate a strong commitment to further enhance the learning experiences for all the 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 the planning of activities to ensure that all adults working with the children are fully aware of the expected outcomes
- continue to develop the system for observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- review the procedure for parents signing their children out to further secure their safety.

The leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff are aware of child protection policy and their responsibilities with regard to children's welfare. Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. Staff are well deployed to support children's learning and ensure routines run smoothly. However, the system for recording when children depart is not efficient because it is not completed consistently and as a result children's welfare is not fully promoted

Since the last inspection the provider has put into effect many positive changes that have been reflected within the working of the staff team and the organisation of the nursery. Systems for monitoring and self-assessment are strong. The manager and provider clearly identify strengths and weaknesses. For example, the setting with good support from the early years team have developed the learning environment to provide many problem solving opportunities for the children in specific areas as well as in all other areas. The setting has re-organised and developed the learning environment in all areas of the nursery to provide the children with opportunities to develop their natural curiosity, explore and experiment.

The manager and provider have a good overview of the work of the staff. They hold regular staff meetings and provide good opportunities for staff to attend various courses offered by the early years team. In addition, they are fully supported with further professional training to develop their knowledge and skills to improve learning experiences to the children. The provider and manager have a well-defined development plan in place in order to make changes and improvements that will have positive outcomes for children, such as the planning of activities to include the observations of the children, their interest, what they enjoy doing, the six areas of the learning that it links to and the next step in their learning.

The setting works effectively in partnership with parents and is proactive in identifying any additional help required for their children, and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. Parents and carers are pleased that their children are happy and making progress; they receive regular feedback on their children's development. Parents are invited to regular open days and parents' evening meetings to meet with staff to discuss their children's achievements. Staff uses daily liaison sheets effectively to share information with parents about their babies routine and their care needs. Parents are provided with monthly news letters to keep them well informed, for example, about social and fund raising events. The setting welcomes parents' views and uses parents' questionnaires to seek their views about what they do well and what they can do better.

The quality and standards of the early years provision

Children are provided with good opportunities to make progress across all areas of learning and development. The planning is flexible, responding to children's individual interests, their starting point and their capabilities. Staff generally plan for individual children with the use of observations and assessments, however, systems have not been fully developed throughout the nursery.

Children are confident and are active learners. Personal, social and emotional development is a strength throughout the nursery. Children have made good relationships with staff and other children and they play cooperatively. For example, during role-play in the home corner they share and take turns pretending to cook various meals with real vegetables and baking their cakes with real spices. Children behave well because they know what is expected of them. They purposefully engage in meaningful activities with effective and sensitive support from staff. They develop a positive self-image as they have good access to a suitable range of resources that reflect themselves and people of other races, religions and cultures.

During activities staff support children's learning very well, but also know when to step back and let the children take the lead. For example, during play dough activity children talk about what they are making with the play dough, such as eggs. Staff extend their learning further by encouraging the children to count the number of eggs they are making and asking them where eggs come from. This encourages the children to discuss buying eggs from the supermarket, that eggs come from chickens and that chickens live on a farm. Consequently, children are making very good links in their learning and are developing good communication, language and literacy skills. In addition children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources, which they select independently.

Babies play with a good range of toys and experiences that promotes the development of their senses. For example, they investigate the sounds and textures of various objects in treasure baskets. Staff ensure that the key worker system is effective so that babies are well settled and secure.

Children eagerly put on their Wellington boots to participate in daily outdoor play. They enjoy playing in the setting's outdoor play area with visits to the nearby park where they practise their large physical skills. Children are provided with meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily. Older children have good access to fresh drinking water, which they can help themselves to when they are thirsty, and babies are offered regular drinks, which are readily accessible in their individual cups.

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 since the last inspection.

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.