

Hungry Caterpillar Day Nursery

Inspection report for early years provision

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EY282909

Inspection date

13/10/2009

Inspector

Julie Biddle

Setting address

L.A. Fitness Health Club, Rowdell Road, Northolt,
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Type of setting

Childcare on non-domestic premises

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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.

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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 9.30am to 4.00pm. The nursery is open each weekday from 7.30am to 6.00pm for 50 weeks of the year.

There are currently 76 children aged from three months to five years on roll at 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 special educational needs and/or disabilities.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied as they play and learn. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and able to fully participate in all activities offered. Good partnerships have been established with parents and other professionals to ensure children are further supported. The ongoing accurate self-evaluation enables the manager and provider to continue to make improvements to promote good quality care for all the children attending.

What steps need to be taken to improve provision further?

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

- organise meal times to allow children opportunity for independence

The effectiveness of leadership and management of the early years provision

The setting has a strong commitment to keeping children safe. There are, for example, clear procedures in place to ensure that staff working directly with

children are suitability qualified. The setting has in place a robust recruitment procedure that includes Criminal Records Bureau (CRB) checks, three references and a detailed induction period. Individual skills of the staff team provide a wide expertise, which is well used to provide a rich learning environment. Deployment is highly effective to ensure that children are well supported and supervised as they move between their chosen activities. All staff undertake safeguarding training on a regular basis and show a good understanding of child protection. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Written risk assessments are undertaken which identify hazards and enable the preventive measures to be put in place to protect children.

Parents and carers have ample opportunities to share their children's progress through daily informal chats and can attend regular parents' evenings. Newsletters and notice boards also provide parents with information about the curriculum and any changes in the setting regarding staff deployment or policy changes. Parents receive regular questionnaires where they speak highly of the setting. Issues raised by parents bring about change to support each family's needs. For example, parents felt that on occasions feedback at the end of the day was rushed. Staff have worked hard to supply parents' with suitable feedback with the addition of written information.

The well organised staff group offers good support to all the children, enabling them to develop and learn as they move through the early learning goals. For example, key workers work closely with individual children, developing good relationships as they get to know one another well.

Staff in the setting demonstrate a commitment to working with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. In addition, they work closely with other settings in the chain and the local authority to share good practice. The provider is committed to ensuring her staff are suitably trained and can access training throughout the year, meaning staff are enthused in their work with the children.

The quality and standards of the early years provision and outcomes for children

Staff have good knowledge and understanding of the Early Years Foundation Stage. They engage children in a range of purposeful activities, which are planned to support individual learning. There are clear procedures in place for staff to observe children's stages of development, where information is effectively fed into individualised planning. There are good levels of child-initiated and adult-lead activities. Children independently make choices about the activities they wish to take part in. They have developed good friendship groups and are able to show sincere concern for others. They learn about keeping themselves safe through clear guidelines from the staffing team. For example, children are reminded how to

carefully walk down the stairs as they go to the garden.

The learning environment is well organised, warm and welcoming. Music playing contributes to the friendly atmosphere. Resources are stored to ensure they are accessible to all the children. Recent changes on the ground floor allow younger children more freedom to move to their chosen area. Staff very effectively support these choices.

Children practise their hand-eye coordination skills as they enjoy completing puzzles; they are pleased when they have completed a puzzle on their own and rush to tell staff who appropriately praise them. Staff are skilful at supporting and extending children's play and learning as they play alongside them and use effective questioning and dialogue. Staff also know when not to intervene and allow children time and space to work things out for themselves. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy mark making with pencils and chinks. Art and craft activities help children to express their own ideas using a good range of resources and media. Children are particularly pleased to put their own picture on the wall. Staff provide them with a good range of sensory materials including sand and play dough, and the children handle them with pleasure. Children have a great time playing imaginatively in the very well resourced home corners. Children delight in the fact that many of the resources are 'real'; they use toasters, wooden spoons and real food to enhance this play.

Babies are supported as they learn to pull up against the furniture or explore the range of play materials. Their emotional needs are well met and they enjoy the interaction and attention they receive, as they are given lots of cuddles and hugs.

Children are developing an understanding of healthy lifestyles; they are able to explain why and when it is important to wash their hands. They talk about healthy foods as they eat their snacks. Menus are varied and include foods that meet children's individual dietary needs. Meal times are social; staff sit with the children as they enjoy their food. However, children's independence at meal times is hindered as staff serve the food and hand out the cutlery to the children, not giving the opportunity for choice or developing skills for the future.

Staff extend children's learning opportunities when they play outdoors, ensuring a good range of activities are readily available in this area. For example, children enjoy role play activities and have a great time pushing prams and kicking footballs. Listening to stories is also enjoyed indoors and outdoors.

There is a range of activities and resources that provide children with a positive outlook on the wider world. Photographs on the walls show all the children where their family comes from; maps of the world reinforce this knowledge.

Children know what is expected of them as staff have a consistent approach to behaviour management. Children clearly enjoy their time at the setting; they are secure, confident and happy.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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