

# Hungry Caterpillar Day Nurseries & Kids Club

Inspection report for early years provision

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**Unique reference number**

EY397085

**Inspection date**

21/01/2010

**Inspector**

Arda Halls

**Setting address**

John Perryn Primary School, Long Drive, LONDON, W3 7PD

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Hungry Caterpillars Day Nursery & Kids Club is one of six settings run by Hungry Caterpillars. It opened in 2009 and operates from three rooms in a newly built children's centre attached to John Perryn School in the borough of Ealing. The school is easily accessible with a ramp leading into the building which is all on ground level. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. A maximum of 66 children may attend the nursery and out of school club at any one time. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Hungry Caterpillars Day Nursery is privately owned. There are currently 17 children aged under five years on roll. Of these, four children receive funding for nursery education. Children come from the local and wider community. The nursery supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs six staff. Five of the staff including the manager hold appropriate early years qualifications. One member of staff is an Early Years Professional and there is a qualified teacher who works in the nursery on a daily basis. One member of staff is working towards a qualification at present. The nursery is affiliated to the Pre-school Learning Alliance (PSLA) and has obtained the national accreditation of the PSLA. The nursery receives support from the local authority. Children from the age of eight years to 12 years of age also attend the club.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this exceptionally child-centred environment in which they feel unquestionably safe and supported by the staff. Children have access to a delightful range of play activities which ensures they make successful progress in all areas of learning. Staff have an extensive understanding of the Early Years Foundation Stage and they successfully encourage parents to be actively involved in all aspects of their children's care and learning. There is extremely well organised planning, observations and assessments in place which significantly enhance children's learning and development. Well written policies and procedures which significantly underpin the nursery practice are readily available to all parents.

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

To further improve the high quality early years provision the registered person should consider:

- further develop risk assessment to ensure room temperature is suitable for young children who are not mobile.

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

Safeguarding procedures are cohesive and ensure that children are fully protected from the risk of harm and ensure that they enjoy a safe and supportive environment. Staff have a thorough understanding of the signs of possible abuse and neglect and have accurate procedures in place to act quickly and professionally if there are any concerns about children. Precise contact details are readily available so staff can obtain advice and report any concerns without delay. An exceedingly well written safeguarding policy is available for parents. Purposeful recruitment and induction procedures are in place and staff undertake regular safeguarding training which further safeguards children.

Successful relationships with parents contributes to excellent outcomes for all of the children. Daily discussions and learning journey folders ensure that parents are kept up to date with all aspects of their children's lives. Staff diligently share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. For example, staff work enthusiastically to display children's artwork, information on activities and information about the Early Years Foundation Stage. This means parents can follow what their children learn with ease. Parents are also supplied with newsletters and questionnaires to enable their comments on nursery practice to be considered. There are successful procedures in place to ensure other providers who may be involved in the children's lives have opportunities to share information regarding children's progress and development effectively.

All of the staff have childcare qualifications with a significant proportion working towards higher qualifications. This results in staff having high expectations of what children can achieve which means children achieve good outcomes. Staff regularly attend training and workshops to improve their knowledge and they use their skills to improve the effectiveness of their planning. This ensures that individual children's needs are consistently met. Staff have an in-depth knowledge of each child and they customise their planning and their practice to suit children's needs as they change. They are proactive in identifying and working towards narrowing the gap in the children's level of achievement. They take account of children's individuality to ensure innovative opportunities are provided for all children to be successful. Children undoubtedly enjoy a stimulating and very child-centred environment in which resources and activities are presented attractively. Children subsequently move about freely throughout a colourful playroom which is a stimulating place to explore, learn new things and make independent choices. Flexible attitudes and a vibrant everyday practice ensures that all aspects of children's learning, development and welfare are fully supported.

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

Children make excellent progress as they enjoy stimulating learning activities as a result of a high level of support that ensures children develop fully as individuals. A wealth of creative learning experiences are on offer which excites and stimulates children's enjoyment of learning. Accurate information is recorded about children's starting points and careful observations of children's progress ensures all aspects of children's care needs are met with success.

Children are highly confident when exploring their environment. They play an active role in their own learning as they make choices about what they do throughout the day. They are naturally inquisitive and curious which is encouraged consistently by staff. An extensive range of activities and resources help them understand the society in which they live. There are precise rules about how they treat one another so that they develop a positive view of themselves and others. Their behaviour is excellent which results in excellent self-esteem.

Children play both independently and with their friends. This helps them to develop the skills they need for future learning. They make significant progress in communication, language and problem-solving as they enjoy a wide range of challenging and exciting experiences. For example, they know when it is time to feed their pet snails and they talk about how thirsty they are as they spray them with water. They are learning to care for living things and they are learning to be skilled observers. Important steps in literacy are made as children enjoy books and mark making. Children's stages of development are carefully considered as paper is spread on the floor and table tops. This allows children to naturally navigate to the area which best suits them. There are excellent displays of mark making and numbers which are consistently changed as new work is complete. Children never tire of admiring their hand work completed of the festival of Eid while staff organise the next celebration of Chinese New Year. These celebrations give children a strong sense of belonging in the nursery and help them to understand each other's cultures. They demonstrate a willingness to keep themselves safe as they sweep up the cornflakes spilled from their activity. They learn the skill of sweeping which gives them good experience in hand and eye coordination at the same time as learning to be helpful. Discussions on safety are supported with the use of books and posters. Children are protected further through the use of thorough risk assessments both indoors and out.

Children are beginning to understand how to lead a healthy life as they enjoy a range of healthy foods and drinks at regular intervals throughout the day. Water is always available and children are learning how to dispense it themselves with help from staff who are patient and understanding of their needs. Children are exceptionally skilled at serving themselves food at lunchtime followed by scraping and piling their own plates. They know how to wash their hands using soap before eating and once again after lunch. These are good habits which teach children how to organise themselves and how to keep themselves safe from illness and poor health. Children also learn that good health is assured by making the most of fresh air and exercise. However, the play room is cool for young children who are not

yet mobile. Outdoor play is readily available throughout the day as doors open directly into the outside play area. Children make the most of their physical play by climbing and balancing, jumping and running about in a safe enclosure.

Children of school age attend the out of school provision for varying amounts of time at the end of the day. They are enthusiastic as they take part in talent shows which they organise themselves in the school hall. They sing confidently and are overjoyed as their friends cheer them on. There are numerous stimulating activities for them to take part in which they glue and stick and cut out to make artistic creations of their own design. Staff are exuberant as they sing along and talk to the children with great animation. There is extremely good rapport between children and staff during the activities. This is followed by a healthy and nutritious snack in which children may choose what they like to eat. Staff encourage the children unreservedly which results in children trying new foods they have never eaten before. This is very successful as children are in control of themselves and this builds their confidence and self-esteem wholeheartedly.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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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