

Hungry Caterpillar Day Nursery and Creche

Inspection report for early years provision

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Inspection date	02/06/2011
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Setting address	Perivale Primary School, Federal Road, Perivale, GREENFORD, Middlesex, UB6 7AP
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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 Nursery registered in 2010. It is one of 10 settings run by Hungry Caterpillar Day Nursery Ltd. The nursery operates from Perivale Children's Centre, attached to Perivale Primary School in the London borough of Ealing. The nursery has use of one play room and there is an enclosed garden for outdoor play. A maximum of 20 children aged from two to under eight years may attend the nursery at any one time. There are currently 36 children in the early years age group on roll. The nursery receives funding for early education. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs three staff, of whom two hold appropriate early years qualifications. In addition, there is a full-time qualified teacher who leads the Early Years Foundation Stage curriculum. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive excellent care and learning during their time at nursery. Overall, they are able to make exceptional progress in their early development as the staff provide individual support which is tailored to each child's unique abilities and stages of development. Comprehensive self-evaluation processes are embedded in the setting and ensure staff monitor and review practices regularly. This enables the staff to make continuous improvements to fully support successful outcomes for children. The partnership with parents is exceptional and ensures all adults work together to support and meet children's individual needs.

What steps need to be taken to improve provision further?

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

- enhancing the provision for children with English as an additional language, for example, by further developing signs and labels in different languages.

The effectiveness of leadership and management of the early years provision

The setting is led exceptionally well. Clear and robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. The staff team are knowledgeable about child protection and understand the Local Safeguarding Children Board procedures to follow if they were concerned about a child. Staff are deployed appropriately within the setting to ensure children's safety

is paramount and they have a clear procedure in place for ensuring two members of staff are always present in the room. Comprehensive risk assessments are in place and daily safety checks are conducted to ensure high levels of safety are maintained.

The senior manager's clear vision and ethos for the development of the setting demonstrates a firm commitment to ongoing improvement. This commitment inspires staff to have high expectations and set high standards to ensure they provide a highly stimulating and innovative learning environment for children. Self-evaluation is accurately recorded and used effectively to review practice and target areas for improvements. Senior managers have rigorous and extensive monitoring processes in place to enable them to analyse children's achievements and keep track of any areas that need developing. The setting is exceptionally well equipped with a wide range of high quality, safe and suitable furniture and equipment. A warm and welcoming environment means that children settle quickly and are eager to come in to play. Children's independence is fully supported as they can make choices about their play and can access a full range of activities and equipment from low-level storage units.

Staff have an exceptional knowledge of each child's backgrounds and needs. The key person system ensures that staff spend time with the parents during the settling-in time to gather valuable information about children's individual needs, interests, likes and dislikes. This enables them to get to know the children and help create a smooth and calm settling-in time. Staff have a strong commitment to inclusive practice and are highly effective in ensuring all children are integrated into the nursery, including those with additional languages. Displays including sign language and picture clues help children to make decisions in their play. Different languages are promoted through welcome signs, but these languages are not incorporated in other signs or labels around the nursery to fully value and promote additional languages spoken by children.

The nursery has a highly positive relationship with parents and carers. Parents are made to feel extremely welcome in the nursery and are continually encouraged to share information about their child to ensure continuity of care and learning. The nursery has provided a workshop for parents on the Early Years Foundation Stage to enable parents to fully understand the curriculum and how they can support their child's learning at home. Parental feedback indicates that they are very happy with the service provided. Policies, procedures and newsletters are provided in different languages to enable all parents to fully understand nursery life. The nursery is highly committed to working in partnership with other agencies and has excellent relationships with the children's centre and the primary school. This helps to build children's self-esteem and confidence for the transition to school.

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

Children make exceptional progress in their development because of the high quality teaching and comprehensive observational assessment processes that staff

rigorously carry out. The whole staff team have an excellent understanding of the Early Years Foundation Stage Framework and are extremely confident in delivering an inspiring curriculum which supports each child's learning very well. Children enter the nursery happily and settle quickly. They are independent and familiar with the daily routines and on arrival they find their name cards and place them on the board and they know where to hang their coats and bags. Staff are highly skilled in providing an environment rich in language and talk all the time with children, posing questions to help them think and respond.

Children's personal, social and emotional development is highly supported and enables their confidence and self esteem to develop. Staff are excellent role models and promote kind and caring attitudes which results in a calm and loving environment and teaches children to develop firm relationships with each other. Children's behaviour is handled sensitively and they respond very well to praise and encouragement. Children have a good understanding of using the sand timer to show them how much longer they have to play until tidy up time. Children thoroughly enjoy free flow play, which includes the outdoor areas. The garden is exceptionally well resourced and children can investigate and explore the natural environment.

Children's knowledge of the wider world is well supported, through exploring different festivals and beliefs and looking at a world map as they discuss different places around the world. Children have lots of opportunities to mark make and their artwork is displayed throughout the nursery. Staff fully understand how to support children's imaginations in allowing their natural thinking and creativity to develop. For example, displays of artwork shows children's interpretations of their favourite fruit and vegetables. Children have great opportunities to use the nursery computer, as it is a feature in the daily routine. They are skilled in using the mouse and following a simple programme. They also have plenty of other resources to support their skills for the future, particularly enjoying real life tools when exploring the woodwork bench and materials. Children's numeracy skills are fully supported as staff use numbers and mathematical concepts throughout play. Children enjoy circle time and join in with their favourite songs. They are encouraged to develop a love of books and enjoy sitting together with an adult to read a story. Staff are highly skilled in providing children with information about the author and illustrator and talk to them about what these words mean.

Children are developing healthy lifestyles as they show exceptional understanding of following good personal hygiene routines. They independently take themselves to the toilet and know why they must wash their hands. They are provided with a variety of fresh fruit or raw vegetables for snack time and can help themselves to milk or water to drink. Children develop an awareness of healthy eating, for example, as they learn about fruit and vegetables and help to make a nutritious vegetable soup. Children are learning to take responsibility for their own safety and the safety of others through excellent staff input and supervision. As a result, they are able to move around the nursery safely, confidently and independently. They learn rules of the nursery, including the importance of using the woodwork tools carefully. Children take part in regular fire evacuation practices to learn about the importance of evacuating the setting quickly and calmly.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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