

# Hungry Caterpillar Day Nurseries & Kids Club

Inspection report for early years provision

---

<b>Unique reference number</b>	EY426464
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Katie Dempster
<b>Setting address</b>	Hathaway Primary School, Hathaway Gardens, LONDON, W13 0DH
<b>Telephone number</b>	07946 377505
<b>Email</b>	olivia@hungrycaterpillars.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

The Hungry Caterpillar Day Nurseries and Kids Club is one of several run by Hungry Caterpillar Day Nurseries Ltd. It was registered in 2011 and operates from Hathaway Children's Centre, in West Ealing in the London borough of Ealing. Children have access to an outdoor play area.

The provision is registered for a maximum of 48 children under eight years, of these 40 may be in the early years age range, and of these, 12 may be under two years at any one time. There are currently 24 children on roll. The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The nursery is open five days a week from 7.30am to 6pm for 50 weeks of the year. The after school club operates term time only from 3.15pm to 6pm. In addition a holiday provision is also available which operates during school holidays from 7.30am to 6pm. There are five full time staff, of these three hold relevant Early Years qualifications.

The provision supports children who speak English as an additional language and children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of the children are well met. They are growing in confidence and have made close bonds with staff. Staff interaction with children, in the main, is effective in encouraging thinking and communication skills. Systems for observing and planning are highly effective in meeting children's individual development needs. The partnership with parents is good and a two way flow of information is fostered which supports children in their care and development. Management and staff have a positive attitude to developing the provision and have in place many systems to ensure continuous improvement is maintained.

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

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

- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults
- increase everyday play opportunities support children's understanding of diversity and cultural difference.

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

Staff at all levels are clear on their roles and responsibilities in relation to safeguarding children. There are thorough child protection related policies and procedures in place to reinforce practice. The manager takes lead responsibility for child protection and has attended training to support her in this role. All visitors are required to sign in and out of the visitors' book to ensure a full record of everyone coming into contact with the children is maintained. The play and learning environment is safe and secure at all times, staff are well deployed to supervise the children and secure entry into the premises is in place. Thorough written risk assessments have been carried out, including both daily checks and individual risk assessments for additional hazards.

The management and whole staff team work well together to ensure the growth of the setting. Systems of self-evaluation include the implementation of action plans, which are relevant and efficiently managed, discussions at staff meetings and regular staff appraisals, during which staff's good practice is acknowledged and targets for improvements are set. Staff development is further supported through training and development days; this commitment to supporting staff progress helps to embed ambition within the staff team.

Children benefit from the established relationships between the staff and their parents. There are clear and accessible channels for parents to communicate with the setting which is encouraged by staff. Furthermore, much information is available to parents regarding all aspects of the setting. Written information is also available in alternative languages. The effective liaison with parents and carers contributes to improvements in children's achievements, well-being and development. Partnerships with external agencies and services are also firmly in place. The setting has supported channels of communication between all partners, making a strong contribution to children's achievement and well-being.

Staff have created an inclusive and child friendly environment where resources are well deployed to enable children to self-select and access all activities and equipment with ease, promoting their freedom of choice and decision making skills. There are images of diversity and culturally different children and families displayed around environment. Children acknowledge different religious festivals, for example, they enjoyed making cards for Eid. However, there are limited resources to support children's understanding of diversity and difference during everyday play.

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

Staff spend quality time with the children and join in with their play. They are attentive to children's needs and value their choices. The comprehensive system of observation, assessment and planning is very well implemented. Children's

progress is monitored through regular observations where the information is then traced to individual plans and used to make assessments on children's learning through a tracking system. All forms of assessment are accurately linked to the areas of learning and the early learning goals meaning staff can accurately identify where children are in terms of their development, promptly acting upon gaps in learning.

Staff are committed to their role within the setting, efficiently carrying out their duties, or spending quality time with the children. There are effective teaching methods in place; however, opportunities for sustained conversation are sometimes missed. Staff are warm and friendly towards the children and show lots of praise and enthusiasm. They facilitate children's learning well, demonstrating ways to use the play dough tools and taking ideas from children's conversations for group activities.

Babies form positive and secure relationships with staff members. They are given lots of cuddles and affection, further supporting their feelings of safety. The baby environment is well equipped with resources to stimulate and engage their attention. Older children confidently choose activities they wish to explore from the wide range of resources available. They apply their creative skills as they make collages and explore different printing techniques with potatoes and use their imaginative skills in the role play area. Much of the children's work is displayed around the environment, giving them a sense of self-worth and esteem. Children have access to a variety of reference and fictional books and know how to handle them correctly; they enjoy sitting in the comfy book corner or the tree house style hut in the outdoor area. Children have access to ICT equipment, keyboards, mobile phones and other interactive toys, supporting children's understanding of technology. Interesting resources such as magnifying glasses, kaleidoscopes and the settings giant snails help children gain knowledge and understanding of the world. The outdoor area offers much space for large scale activities and gross motor skills. Staff plan well for the six areas of learning meaning children's learning is continuous throughout the day.

Children are kept engaged throughout the day so behaviour is very good. Staff are heard using lots of praise and enthusiasm which children respond very well to. Positive reinforcement for rules and safety within in the setting work very well, for example, 'very good listening' and 'great walking'. This also supports children's understanding of behaving in ways which are safe for themselves and others. Staff help children learn how tidying away keeps the environment safe and how tools should be used correctly. Through the daily routine children are learning about healthy life styles. They wash their hands regularly and enjoy using the soap dispenser and making bubbles with their hands. Staff reiterate the importance of getting rid of all the germs. At snack time they discuss healthy options and how certain foods should only be eaten as a treat.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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