

Hungry Caterpillar Day Nursery and Hungry Caterpillar Kidz Club

Inspection report for early years provision

Unique reference number	EY260202
Inspection date	12/01/2009
Inspector	Victoria Vasiliadis
Setting address	Yeading Community Centre, Ditchfield Road, Hayes, Middlesex, UB4 9BH
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Hungry Caterpillar Day Nurseries and Kidz Club is one of five provisions run by Hungry Caterpillar Ltd. It opened in 2003 and operates from one main designated area in Yeading Community Centre in the borough of Hillingdon. The nursery is open each weekday from 07:30 to 18:00 for 50 weeks of the year. The Kidz Club is open from 08:00 to 18:00 during the school holidays at Easter and summer. All children share access to a secure, enclosed, outdoor play area. Access to the premises is via a ramp to the front of the premises, there is also a toilet available for wheelchair users. Once inside the premises the rooms are all on one level.

A maximum of 57 children may attend the nursery and Kidz Club at any one time. The nursery currently has 45 children on roll within the early years age group, no children are currently on roll for the Kidz club. Children come from the local and wider community. The nursery currently supports children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs thirteen staff including the manager, of these eight staff hold appropriate early years qualifications, including the manager. Two member of staff are working towards a qualification.

Overall effectiveness of the early years provision

Children are cared for in a safe and stimulating environment where their individual needs are identified and met. This is due to the effective systems that the setting has in place to communicate and work with the parents and carers. All children are learning and developing and their welfare is promoted as a result of the practitioners' knowledge of the children in their care and through the activities and resources that are provided. The management team are aware of the setting's strengths and weakness and are taking positive steps to improve the service. Furthermore, they have addressed previous recommendations from the last inspection, which has improved outcomes for 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 systems for making observations and assessments of each child's achievements and interests, and ensure this information is effectively linked to planning to further enhance children's learning experiences and opportunities

The leadership and management of the early years provision

The provider and managers have effective systems in place to identify and address the strengths and weaknesses of the provision, and have identified training to

address this. The management team have an understanding of effective practice, which ensures the smooth and safe running of the setting. The setting welcomes suggestions from parents and carers and they use questionnaires to obtain any comments about how the service can be improved. In addition, previous recommendations have been addressed, thus improving outcomes for the children.

The setting has effective systems in place to share information with parents and carers. Key persons exchange information with parents and carers on a daily basis. Regular meetings take place in order to discuss children's developmental progress and achievements and to identify any particular areas that need to be further developed within the setting and at home. Practitioners also gather information from parents and carers about children's starting points which identify what children can do, their likes and dislikes. This practice helps to form positive relationships between the setting and home and ensures children receive continuity in care.

The setting places appropriate emphasis on ensuring that practice is inclusive for all children and families. The children's individual needs are identified and met and practitioners liaise with the local authority inclusion team to obtain support and advice. Children's self-esteem is promoted as they see images of themselves and family members in the 'family books' that practitioners have created for them. In addition, photos of the children and their art work is displayed throughout the setting, which contributes to children feeling valued and respected. Furthermore, practitioners work with parents and carers to establish key words from the child's home language, which helps them to communicate with the children.

The setting has in place appropriate procedures to ensure children's safety and welfare is promoted. For example, clear and robust systems for recruiting and vetting staff are in place. Practitioners also have a good knowledge and understanding of safeguarding issues and how to protect children if there are concerns that a child is being harmed and the reporting procedures to follow. Furthermore, staff are well deployed which ensures the children are well supervised and supported in activities.

The quality and standards of the early years provision

Children are achieving well in all areas of their learning, their individual needs are met and they are making good progress across the Every Child Matters outcomes. The children are provided with a good selection of resources and activities and they benefit from the suitably organised environment which supports their learning and independence skills. For example, resources are stored in low level units which are labelled with words and pictures, allowing children to make choices in their play.

Children's starting points are effectively identified as the setting works with parents and carers to obtain the necessary information to ensure the children's individual needs are identified. Clear observation and assessment processes are in place which identify the children's interests, achievements and the next steps in their learning. However, the information gathered from the observations and

assessments does not sufficiently link to planning.

Children are encouraged to explore and extend their learning. For example, the children took great delight in using the torches and different light sources to make shadows whilst shining their torches onto different objects. Practitioners support the children's thinking and language as they have conversations with the children and pose open ended questions. The babies thoroughly enjoy the music session as they try to dance, wave and bounce up and down on their bottoms along to the rhythm of the music. They also eagerly take part in the action rhymes such as 'Row, row, row your boat' and once the session is complete they give themselves lots of claps, as do the practitioners.

Children's behaviour is managed in a calm and sensitive manner that is appropriate to their ages and levels of understanding. For instance, children are encouraged to share and take turns and they are praised for their achievements and efforts. Furthermore, resources and visual images that reflect the wider community are available and well utilised within the setting. This supports the children's self-esteem and helps them to have a positive image of themselves.

The children are learning the importance of being healthy and staying safe. Practitioners remind children not to run inside as they may get hurt. Furthermore, children are encouraged to keep their environment safe. For example, one child eagerly helped an adult to dry the floor where the water had spilt out over the water tray. Children learn about healthy eating as they explore and play with the different fruits and vegetables in the home corner and through the discussions that take place.

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

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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