

Hungry Caterpillar Day Nurseries & Kids Club

Inspection report for early years provision

Unique reference number	EY428238
Inspection date	22/02/2012
Inspector	Kim Mundy
Setting address	Warrender School, Old Hatch Manor, RUISLIP, Middlesex, HA4 8QG
Telephone number	01895678682
Email	olicia@hungrycaterpillars.co.uk
Type of setting	Childcare - Non-Domestic

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Caterpillar Day Nurseries & Kids Club opened in 2011 and it is one of ten settings run by this private provider. The club operates from a building within the grounds of Warrender Infant School in Ruislip Manor in the London borough of Hillingdon. They have access to a large playroom and a secure outdoor play area. The club provides a service for children who attend the school. The breakfast club is open each weekday from 7.30am to 8.40am and the after school club operates from 3.15pm to 6.00pm.

Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The club employs three members of staff. Of these, two staff hold appropriate early years qualifications. The club is registered on the Early Years Register and both parts of the Childcare Register. It is registered to care for a maximum of 26 children at any one time and there are currently 11 children in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very much at the heart of this club. They are fully involved in planning the activities, which they enjoy so much. Overall, there is a good range of toys and resources to support their learning. Good partnerships with parents and the school mean that children's individual needs are being met. Effective policies and procedures are put in to practice to underpin children's safety and welfare. The club evaluates the service provision and has the capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- provide further toys and resources, and plan further activities to help children gain an awareness of the cultures and beliefs of others
- develop further opportunities for children to examine change through planting and growing.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children and remain so through regular checks. Thorough risk assessments are carried out for the

premises and outings to promote children's safety. The premises are secure and staff monitor the safe arrival and departure of children and adults, and visitors are asked to sign the visitors' book to further safeguard the children. Children are well supervised, they are escorted to the toilets and at the same time, staff respect their privacy.

The manager demonstrates a strong commitment to providing good quality childcare and is aware of the club's strengths and areas for development. The enthusiastic staff team reflect on their practice and they regularly meet to discuss their work and how to develop this further. The staff value and respect the views of both parents and children as part of their self-evaluation process. Parents fill in questionnaires and children complete a specifically designed form to help them to express their views.

The club offers an inclusive and welcoming environment. For example, children recognise their name on their coat peg when they arrive, and their artwork and posters are displayed. This gives them a sense of belonging and value. Overall, children are able to help themselves to a good range of toys and resources, and activities are set up for them when they arrive. However, there are too few toys and resources to fully promote their understanding of diversity.

Parents are warmly welcomed into the club and staff are available to discuss their child's day and the progress they are making. The notice board, discussions and 'parent mail' keep parents informed about the club's activities. In discussion with parents during the inspection, comments indicate that they are happy with the service their children receive. Children also state that they enjoy coming to the club, playing with the toys and joining in the exciting activities. The club establishes good links with Warrender school. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day.

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

Children are developing a good understanding of why it is important to lead healthy lifestyles. They thoroughly enjoy playing outdoors in the fresh air and increase their physical skills as they balance on apparatus and participate in various games. Good hygiene routines are established to promote children's well-being, such as washing hands to reduce the risk of cross infection. The staff prepare healthy meals and follow food hygiene routines and guidelines, such as taking fridge temperature readings. In addition, children make suggestions about new foods they wish to try at snack time, such as hummus.

Children are encouraged to develop good behaviour, recognising their own needs and those of others. They decide upon the club's 'golden rules' and during their play, they show care and consideration towards their friends. Children are very proud of their artwork and models, which are carefully displayed by staff, showing that children are valued and respected. Children are learning to keep themselves

safe through discussions about suitable behaviour and as they practise the fire procedure. The children's questionnaire gives them an opportunity to express how they feel, for example, when asked, 'Do you feel safe here?' a child responds 'Yes, a lot'.

The staff's secure understanding of the Early Years Foundation Stage framework supports them in planning an exciting range of activities both in and outdoors. Planning is very flexible depending upon the children's individual interests and their own ideas. Children in the early years age range have a learning profile, which identifies their progress and next steps for learning. This is shared with parents. Children thoroughly enjoy art and craft activities include painting, sticking and making things, such as jewellery. They are exploring different textures as they play with dough, sand, cornflour and water. Children are developing their computer skills as they have access to the school facilities. During the weekly science club, children have fun using bicarbonate of soda and vinegar to blow up a balloon. Children's individual interests are encouraged, for instance, by making a volcano out of paper mache and using bicarbonate of soda as lava. Children also enjoy designing their own models, such as robots, and making soap monsters with facial features.

Children are finding out about living things as they discuss and observe the animals, flowers and trees in the school grounds. However, they have fewer opportunities to examine change through planting and growing. Children are learning about multicultural Britain as they celebrate various festivals, such as Diwali and Chinese New Year. They state that they particularly enjoy cooking activities; they recall making Greek salad and cooking pancakes. This staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends before and after school.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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

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