

Hungry Caterpillar Kidz Club

Inspection report for early years provision

Unique reference number	EY306556
Inspection date	23/07/2012
Inspector	Margaret Moffat

Setting address	Tilehouse School, Nightingale Way, Denham, Uxbridge, Middlesex, UB9 5JL
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Type of setting	Childcare - Non-Domestic
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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).

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.

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Description of the setting

The Hungry Caterpillar Kidz Club registered in 2005. It is run by the Hungry Caterpillar Day Nurseries Ltd and operates from Tilehouse Combined School in Denham, Buckinghamshire, during the school holidays. The school is situated close to main rail and road links into London and serves a large geographic area around Buckinghamshire and Hillingdon. The club has the use of two sports halls, one kitchen, up to four classrooms, ground floor and first floor toilets, two playgrounds with netball courts and a field with football pitch.

The club is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 120 children under 8 years may attend the club at any one time. Of these, 16 may be in the early years age group, although none may attend under 3 years. There are currently 12 children under five years on roll. Additionally, there are 134 children aged from six to 11 years on roll. All children attend for a variety of sessions.

The club is open 9am until 5pm each weekday during school holidays. A breakfast club operates between 8am and 9am and a tea-time club between 5pm and 6pm. The club supports a number of children with special educational needs and/or disabilities. The club employs 14 staff. Of these, 11 hold a relevant early years qualification and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this very welcoming environment and make outstanding progress in their learning and development. They build excellent relationships with adults and their peers and are extremely happy and well settled in the club. Staff provide them with an excellent range of activities and experiences which are appropriate for this type of setting and enable all children reach their full potential. Children's awareness of their own safety is very good overall. The partnership with parents is excellent and systems for working with others involved in children's care and learning are good. All associated with the setting are involved in the evaluation and this ensures continuous improvements to fully enhance outcomes for all children.

What steps need to be taken to improve provision further?

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

- exploring strategies to expand existing systems for effective partnerships with other providers and agencies further to fully support a consistent and

- complementary approach to children's attainment and development
- offering further support to the development of children's independence in understanding and managing their personal safety, for example, by enabling every child's full involvement in the emergency evacuation procedure.

The effectiveness of leadership and management of the early years provision

The setting is extremely well organised. The consistently strong leadership and management of the organisation successfully motivates and encourages staff to be highly aware of their roles and responsibilities. For example, they work together very efficiently to enable children's safety, welfare and learning to be consistently promoted across all aspects of the club. There are robust systems in place to ensure the suitability of all adults. Staff are fully encouraged to continue in their professional development through attending further training courses. Staff have an excellent understanding of child protection issues. They are very confident in how to proceed if they have concerns about the children in their care. Staff have recently been involved in an induction day which included discussion on safeguarding issues. This practice actively supports keeping their knowledge and understanding up to date. Regular comprehensive risk assessments and daily checks in all areas help to maintain all equipment and resources as safe. Appropriate contingency plans mean there are always sufficient adults to support children in their play.

Staff create a stimulating and inviting environment for the children and adults. Large notice boards in the entrance hall clearly display an extensive range of useful information about the setting for parents. For instance, parents can view staff's roles and responsibilities, the club policies and procedures and useful telephone numbers. A large photographic display of the children's involvement in activities is prominently in place. This is very effective in helping parents see what their children have been up to and how much they enjoy themselves. Activities and resources are set up ready for the children when they arrive and these are in very good condition, easily accessible and age appropriate. The club offers a fully inclusive service, recognising each child as an individual with a particular set of unique needs.

The systems for monitoring and evaluating the service are robust and contribute to the outstanding practices within the setting. Self-evaluation clearly shows areas of strength and aspects of practice staff would like to improve to maintain their high standards. The club welcomes regular visits from the local authority and all recommendations from the previous inspection have been addressed. By implementing these thorough evaluation and improvement systems, the club clearly demonstrates its dedication to purposeful development and to sustaining continuous improvement.

The partnership with parents is very good. Parents register their children through head office and as much information as possible is recorded at this time. Staff work very hard to ensure the highly effective communication systems keep parents

up to date about their children's time in the setting. Parents report they are extremely happy with the service provided. They particularly like the fantastic staff and the activities their children are involved in. There are good procedures in place to work with other settings involved in children's care and learning. Written contact is made and any information gathered is recorded in children's records. It is then available to help staff support the individual needs of each child.

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

Children thrive in this very welcoming environment and are making outstanding progress towards the early learning goals. They arrive at the setting eager to take part in activities, confidently choosing those they wish to participate in. Staff are on hand to give support when needed. Lots of chatting and laughter can be heard as children sit next to staff and their friends, having conversations with one another. This shows very good trusting relationships. Children behave well and are fully aware of the rules of the setting. A homemade poster displays the rules which children have created and agreed. Staff are good role models and consistently praise and encourage the children throughout their time in the club. This is highly effective in helping children gain confidence and improve their self-esteem.

Staff undertake observations of individual children and confidently link these to the different areas of learning. They use their findings to plan for children's next steps which take account of children's interests and activities appropriate for this type of setting. Children enjoy playing games freely, such as table football, which helps them develop friendships with each other. As two children play the game, others show great enthusiasm when a goal is scored and shout with delight. Children are encouraged to take part in a wide range of activities which help them learn about other countries and their cultures. They also take part in activities to help them learn about events taking part in this country, such as the Olympics. For example, children enjoy making their individual flags of the different countries, using a range of pens, pencils, paints and different materials to make collages. To extend their learning further, staff provide children with opportunities to taste different foods of the country, such as 'nachos'. Outings are organised for the children and include visits to the Tropical Forest, go-carting and to Black Park. The children also have opportunities to develop their football and dance skills as specialist people come into the club and teach the children. Visits from a local dog charity have inspired the children to help raise funds by making cakes in the club and selling them. A letter thanking the children for their efforts is proudly on display on the notice board. Children develop very useful skills for the future through the experiences and activities they are involved in.

Children show a very strong sense of security and feel safe within the setting. Staff help reinforce children's awareness of their own safety each day at large group time. Children respond eagerly to questions about where the emergency exits are and how they leave the premises safely. They discuss the rules of the setting and the use of the trampoline. Although all children gain a secure understanding of how to leave the premises in an emergency, currently, not all children attending

have been involved in an evacuation practice.

Children enjoy being outside in the fresh air. They organise themselves into small teams for a game of football, while others have fun taking part in the 'opposite game' or playing on the large play equipment. These activities help to develop children's physical skills and gain a good understanding of a healthy lifestyle. Children develop independence as they become aware of their own care needs and help themselves to drinks when required. Staff provide breakfast and tea for children who arrive early and stay later. They ensure these are healthy and nutritious and are fully aware of children's allergies. Parents are encouraged to provide healthy options in children's lunch boxes and staff carefully stress the importance to the children of not sharing food with others in case of allergies. Children have great fun and really enjoy themselves in this setting.

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	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	2
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