

# Hungry Caterpillar Day Nursery and Hungry Caterpillar Kidz Club

Yeading Community Centre, Ditchfield Road, Hayes, Middlesex, UB4 9BH

<b>Inspection date</b>	13/02/2013
Previous inspection date	12/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Leadership and management is strong and the nursery has a very good capacity to improve due to the skills and expertise of the new manager and her commitment to excellence.
- Children in the pre-school room make very good progress due to the expert teaching skills and enthusiasm of staff who have an secure understanding of how children learn best.
- Children make good progress overall; they are happy and well motivated to learn as staff are friendly caring and enthusiastic.
- The nursery provides a safe, stimulating learning environment, with exciting attractive displays, that is welcoming, child-friendly and inclusive.
- Partnerships with parents are strong, they feel fully involved in children's learning, and are very happy with the care their children receive.

### It is not yet outstanding because

- Some staff do not consistently use good questioning techniques or allow children sufficient time to respond to questions.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed and talked to children in the early years age group present during the inspection both inside the nursery and in the outdoor play areas and in the hall.
- The inspector observed staffs practice and talked to them throughout the inspection.
- The inspector completed a joint observation with the manager of preschool age children in the large hall.
- The inspector reviewed documents and briefly sampled policies and children records relating to the Early Years Foundation Stage and Development Matters, including children's development records and observations.
- The inspector considered the views of several parents at the inspection.

## Inspector

Carol Willett

## Full Report

### Information about the setting

Hungry Caterpillar Day Nursery opened in 2003. It is one of 10 provisions run by Hungry Caterpillar Day Nursery Ltd. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from designated areas in

Yeading Community Centre in the London Borough of Hillingdon. Children play in three age-related play areas and share access to an enclosed, outdoor area. The nursery is open each week day from 7:30am to 6:00pm for 50 weeks of the year. The nursery currently has 96 children on roll within the early years age group. Children come from the local and wider community. They currently support children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery is in receipt of free early education funding for children aged two, three and four years. The nursery employs sixteen staff including the manager; of these twelve staff hold appropriate early years qualification. The manager has a foundation degree in early years and education. Two members of staff are working towards a qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve the monitoring of staff so they consistently use good questioning techniques that help children to explore ideas and make links in learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in their learning as staff plan and provide many worthwhile activities throughout the nursery that children thoroughly enjoy. There are good systems in place to accurately monitor children's learning. Staff complete well recorded observations of children so they have a clear picture of each child's development. They have a good knowledge of the early learning goals and use 'Development Matters in the Early years Foundation Stage' as a guide to tracking children's progress. They effectively implement the two-year progress check and have good systems and resources in place to ensure children make good progress in their physical, social and communication skills. Staff are caring and attentive as they nurture and support children's learning. This means children are well motivated to initiate their own play as they happily make their own decisions and choices. There is a good balance between activities of child initiated and adult led play.

Babies' needs are well met and they happily investigate the toys. Staff are caring and attentive and offer reassurance and cuddles as needed. Babies enjoy sensory play and develop good manipulative skills as they explore objects in the treasure basket, playdough, sand and corn flour and water mixture. Babies explore real vegetables next to the kitchen role-play. They freely choose books, which staff read using good skills to

develop children's language and vocabulary. Babies excitedly explore lights and sound in a sensory tent. They develop physical skills as they pull themselves up to standing and walk around furniture. Toddlers enjoy exploring animals in the farm role-play and staff include materials, such as straw to make the experience more realistic. Children learn about different fruit and vegetables as they explore the role-play areas with staff providing individual support as needed. Staff promote all children's physical development well using additional resources to aid sitting, standing and walking.

Children in the pre-school make extremely good progress due to the infectious enthusiasm of the staff team. Children are excited and love to dress up and dance and sing enthusiastically using a microphone. Pre-school children thoroughly enjoy the physical activities in the large hall. They enjoy parachute games and excitedly run and bend their knees and stretch up tall as they sing songs and run around. This particularly benefits the children who do not have gardens at home. Staff in the pre-school room have very good teaching skills as they talk and extend children's learning. However, not all staff throughout the nursery consistently use open questions to help children's thinking and learning. They do not always give children time to respond, to encourage and fully promote their developing language skills. Children have good access to outdoor play, which is well set up. This promotes learning across all areas and includes lots of print and labelling so children learn that words carry meaning. Children develop good physical skills as they have good access to a range of quality climbing equipment and wheeled toys.

Staff organise children into family key group time for planned adult led activities. Others have 'special activity' time where staff play games such as 'bucket, colour, tube'. It is a fast moving activity that develops children attention span. Staff notice the improvement in children's behaviour and attention. Some staff are skilled at taking advantage of natural learning opportunities. For example, older children spontaneously count to ten in French at the playdough table. This develops into a counting activity to encourage children's number skills. The praise and encouragement from staff develop children's confidence and self-esteem and extends children's knowledge.

The nursery provides an inclusive environment where children learn about diversity. They celebrate a range of cultural festivals and access a wide range of multicultural toys, resources and attractive displays. Children have many good opportunities to practise their early writing skills both inside and outdoors. They use chinks, crayons and pencils to write for a variety of purposes. Children are developing a love of books. They enjoy the cosy book areas and well read stories where they listen attentively. Technology skills are developing well throughout the nursery as children enjoy a variety of resources including cameras. An external teacher visits the nursery to further develop children's computer skills. The positive learning environment means children develop good skills for their next stages in learning.

### **The contribution of the early years provision to the well-being of children**

The nursery operates from a community hall and staff set up on a daily basis. They work extremely hard to make the environment child friendly and inviting ready for the children's

arrival. Children are all welcomed and valued and the key person system works well. Caring and nurturing relationships with staff enables children to form close attachments and feel secure. Staff provide lots of hugs, smiles and positive praise. Children move confidently around the age related play areas and make their own decisions about their play and learning. Staff organise their playrooms well so toys and activities to support all areas of learning are readily accessible. Staff create a very welcoming and inclusive environment through attractive displays using photographs and children's art work. These reflect positive images of the diverse community in which they live. Labelling inside and outside reflects many of the language used in the nursery, which enables children to value a range of other languages.

Children learn about healthy lifestyles as they go outside to play as often as possible, enjoying the fresh air and exercise. Children know they need to put on coats and staff gently encourage them to manage this themselves in preparation for school. Children enjoy healthy nutritious meals and all dietary needs are fully catered for. They have plenty of fresh fruit and vegetables daily and can eat as much as they like to satisfy their appetites. Drinking water is freely accessible. Meal times are sociable occasions. There is suitable low furniture so all children can sit round the tables comfortably and enjoy their food.

Children behave well; they know what staff expect of them because boundaries are consistently followed. Staff constantly praise and encourage the children so they grow in confidence and self-esteem. They explain about sharing and talk about feelings. Staff quickly identify children's needs and when additional support is required. They work successfully with the early years teams and other agencies involved in children's care, seeking support and funding as required. Staff are fully involved in an interesting local authority project. This is designed to aid children's listening, attention and behaviour; as a result children's attention and behaviour are steadily improving. Children learn to take responsibility for their own safety. They practise the emergency evacuation drill, and carefully use large climbing equipment. They learn to use tools, such as scissors safely. Good hygiene routines promote children's understanding of healthy living and minimises the risk of cross infection.

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

The new manager is enthusiastic and inspiring. She has made many effective changes to develop the overall provision. She has a thorough understanding of her role in safeguarding children. All staff have safeguarding and first aid training, as well as a secure knowledge of the policies and procedures. The large safeguarding notice board is clear and helpful. Consequently, staff and parents know what to do when they have concerns about any child. There are effective procedures in place to report any concerns about any aspect of the nursery's provision. Children play in a very welcoming, safe and stimulating environment. Record keeping and documentation are well-organised and staff follow clear procedures, which help ensure children's well-being. There are comprehensive risk assessments in place and staff undertake thorough daily safety checks to ensure the

premises are safe.

Recruitment processes are rigorous and there is a strong ethos to have a fully qualified staff team. Staff keep up to date with new initiatives. They take advantage of local training, such as 'Attention Hillingdon' and forest school training. They also have five days full staff in-house training each year, which helps maintain consistent practices. Staff receive good support through ongoing supervision and appraisals. The manager is committed to empowering the staff through developing their skills and is developing staff teams. She delegates appropriate responsibilities to staff to build their knowledge and expertise. These measures enable children to benefit from the continuous development of staff skills.

Staff have a very good awareness of planning and assessment and they use this effectively to extend children's learning. The manager has a very good overview and ensures planning is used effectively to make sure all children make good progress in their learning from their starting points. They rapidly seek additional support to ensure gaps are closing for children with additional learning needs. The manager is aware of when staff need training to further develop their skills, although there are some inconsistencies in staff interaction.

There are very effective self-evaluation systems in place. The nursery uses the Ofsted online self-evaluation form, which clearly identifies strengths and areas for further development. This includes the outdoor play areas and continuing development of parent partnerships and staff listening skills. Parents are fully involved in the process through discussions and regular questionnaires.

Staff develop strong working relationships with parents; they obtain detailed information when a child starts in the nursery. The settling-in process is flexible to meet the needs of individual children. Parents provide extremely positive comments about the nursery, staff and the changes made by the new manager. They know their child's key worker. Parents say staff genuinely care about their children and the whole family and want to do their best for them. They feel very well informed about their children's day and development through regular meetings and summaries of their children's progress. Staff work extremely well with other agencies involved in the children's care, including speech and occupational therapists and physiotherapists. They also build very effective links to the local early years team. This helps ensure all children can get the support they need and staff can have training to support this.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY260202
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	904542

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	57
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Hungry Caterpillar Day Nurseries Ltd
<b>Date of previous inspection</b>	12/01/2009
<b>Telephone number</b>	020 8842 3003

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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