

# Hungry Caterpillar Day Nursery at Acton Park Children's Centre

East Acton Lane, LONDON, W3 7HA

## Inspection date

06/11/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Children are confident and happy because caring and supportive staff care for them.
- Staff plan and deliver a stimulating range of activities helps to inspire and engage children.
- Good use is made of the indoor and outdoor environments to enhance children's experiences.
- Good leadership and management results in staff being clear about their roles and responsibilities.
- Effective partnership working with parents and external agencies supports children's continuity of care.

### It is not yet outstanding because

- Occasionally children do not have time to answer questions because staff intervene too quickly.
- There are missed opportunities for parents to be involved in helping children to see text in their home languages.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector met with the management team and reviewed information, including suitability of staff, safeguarding and self-evaluation.
- The inspector observed children engaging in activities in the indoor and outside areas of the nursery.
- The views of parents were taken into account during the inspection.
- The inspector viewed documentation, including children's assessment and planning records.

## **Inspector**

Deborah Orchard

## Full report

### Information about the setting

Hungry Caterpillar Day Nursery at Acton Park Children's Centre is one of 11 provisions run by Hungry Caterpillar Day Nurseries Ltd. It registered in 2013 and operates from a large room, within Acton Park Children's Centre in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. It is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery cares for a number of children who speak English as an additional language. The nursery employs eight staff, including the manager. All staff hold an appropriate early years qualification. The manager has Early Years Professional Status.

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

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

- give children sufficient time to respond during conversations, at all times
  
- increase opportunities for parents to be involved in children's activities and for children to be able to see text in different languages by, for example, involving parents in helping to make labels in their home languages.

### Inspection judgements

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

Staff have a secure understanding of the Statutory Framework for the Early Years Foundation Stage and how children learn, enabling children to make good progress in their learning and development. Children have a wealth of opportunities to initiate their own play ideas, as well as taking part in a range of interesting planned activities. The key person gathers information from parents regarding children's activities at home and uses this information, and regular observations, to make sure activities meet each child's needs. Children each have an individual development profile, which includes the observations staff make, development records and identified next steps in children's learning. This information is shared with parents, enabling them to contribute ideas and be involved in their child's learning. Staff work closely with parents to help them extend children's learning at home. Staff complete the required checks for children aged two years, and next steps in children's learning are set in conjunction with the parents.

Children really enjoy exploring resources inside and outdoors. They develop their imaginative ideas, for example, as they pretend to be doctors. They use the computer to book their appointments and have writing materials to practise their emerging writing

skills. Children have a wealth of different media and materials to explore, for example, they have fun cutting glitter jelly cubes and playing with shaving foam. They are able to investigate and explore volume and measure as they fill different cylinders with water. The staff support children's learning by talking about 'full' and 'empty' and changes in colour as they mix paint and water together. Babies and young children are able to cuddle up with their comforters in their cosy area. They have fun exploring the different textures of the natural resources. They concentrate as they look at their reflection in low-level mirrors.

Staff encourage children's language development by frequently asking questions. Children's vocabulary is enriched as staff introduce new words during play. For example, as children dance to music staff talk about 'twisting' and 'stretching'. However, on occasions, staff intervene a little too enthusiastically, which does not always give children ample time to respond to staff's questions and comments. Overall, children who speak English as an additional language receive good support. Staff are making use of the language skills within the staff team and learn some key words in the child's home languages to support their communication. In addition, children are able to listen to music in their home language. However, there is limited labelling within the nursery to reflect the different languages spoken.

Children are emotionally prepared for school as staff talk to them about what will change and share relevant pictures. Children develop skills in being able to do things for themselves, such as pouring their own drinks and putting on their coats and dressing up clothes for themselves. They learn to sit and concentrate during story time, which helps develop their readiness for school.

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

Children share very positive relationships with the staff that care for them. Babies form strong attachments with their key people, who provide personalised support for each child. This helps babies to develop a real sense of belonging within the nursery. Staff are sensitive to babies' needs and respond to them with smiles and affection. The staff engage well with children and are always nearby if they need support. This results in children feeling confident to explore their environment.

Children are developing high levels of self-esteem as they receive lots of praise and encouragement from the caring staff. Older children show concern for the younger children. For example, when a younger child spills their drink, older children quickly go to refill their cup and offer the younger child reassurance.

Children have good opportunities to learn how to keep themselves safe. A visit from the local community police officer helps them develop an understanding of 'stranger danger'. Children participate in regular evacuation practices, which help them to understand what to do in an emergency. Children receive gentle reminders of how to play safely during activities.

Children are gaining a good understanding of the importance of healthy lifestyles. Children

move freely between the indoor and the outdoor areas to play actively in the fresh air. Children have a lovely time trying on dressing up outfits as they play in the outside covered areas as it rains. Children enjoy healthy snacks and packed lunches. Information regarding healthy choices for packed lunch is provided for parents. Children learn about different food as they look at books with staff. They talk about food they would choose to eat. Staff extend children's learning by talking about which foods are nutritious. Children develop their large muscles as they use large apparatus in the adjacent park.

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

Robust safeguarding procedures help to keep children safe. All staff have attended safeguarding training, which results in them having a clear understanding of the action they need to take if they were to have any concerns about a child. Staff know who is the designated safeguarding person within the nursery and understand the procedures for use of mobile phones. Staff discuss safeguarding at each supervision session to make sure everyone has a clear understanding. There are clear recruitment and vetting procedures to check staff suitability. Risk assessments are carried out on all areas used by children and for outings undertaken. Staff check all areas of the nursery daily to help to make sure children remain safe in their care. The environment is well-organised, enabling children to freely access resources and make choices in their play. There are suitable places for children to relax and eat comfortably. Children under two years explore their environment safely as they have separate inside and outside areas in which to play and learn.

The professional team works well together, which reflects in the happy and welcoming environment. The leadership team is effective in supervising and supporting staff using individual and team meetings and staff observation. Staff engage in targeted programmes for professional development to help to identify individual training needs and staff are encouraged to share what they learn with the rest of the team. In addition, staff attend regular company training days throughout the year, which reflects in their practice. For example, children benefit from effective music and song sessions, which staff have developed through training. Manager meetings within the company support the manager in reflecting on teaching strategies and sharing ideas on how to improve outcomes for children. The manager oversees the educational programme in the nursery and monitors the individual development records for children. The nursery team works well together, effectively self-evaluating the service they offer. They act quickly on any advice and support they receive from the local authority. The team values parent and children's comments, which they use to make improvements within the nursery. The nursery team is committed to continuous development and is beginning to use peer assessment as an additional means of enhancing the service they provide.

The staff share positive relationships with parents. Parents are very happy with the support their children receive. For example, parents comment on how the staff support them in being able to extend their children's learning at home. Parents are made to feel welcome in the nursery, although there are occasional missed opportunities to enhance parents' involvement, such as asking for their help in making labels in their home

languages. Good links with other agencies support continuity in children's learning and development. The nursery works effectively with the children's centre from where they operate. For example, staff take children on visits to the centre to attend various groups and this supports children's social development. In addition, the nursery has good links with local schools, which helps children settle quickly when they move on in their learning. The setting has good links with the local authority and is aware of how to seek additional support should a child need it.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY462782
<b>Local authority</b>	Ealing
<b>Inspection number</b>	914343
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Hungry Caterpillar Day Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07946 377505

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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, which are usually the childminder's 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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