

Hungry Caterpillar Day Nursery and Creche

Perivale Primary School, Federal Road, Perivale, GREENFORD, Middlesex, UB6 7AP

Inspection date	12/11/2013
Previous inspection date	02/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 developing valuable speaking and listening skills as they learn from the staff who are very good adult role models.
- Children are happy at the nursery and confidently access the bright and stimulating indoor and outdoor learning environments.
- Staff have high expectations of all children and clearly demonstrate that children are making good progress towards the early learning goals, given their starting points.
- Safeguarding procedures are fully understood by leaders, managers and staff to ensure children are protected from harm.
- Children have secure relationships with staff and each other and are very happy and confident as a result.
- Staff have secure relationships with parents who have good opportunities to be involved in their child's learning and receive regular updates about their progress.

It is not yet outstanding because

- Staff record some key words in children's home languages; however, there is less emphasis on providing opportunities for children to use their home language within their play and learning.

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.

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

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of children during quiet activity in the group room after lunch.
- The inspector talked with staff and the manager of the nursery.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures, and staff suitability records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greene

Full report

Information about the setting

The Hungry Caterpillar Nursery registered in 2010. It is one of 10 settings run by Hungry Caterpillar Day Nursery Ltd. The nursery operates from Perivale Children's Centre, attached to Perivale Primary School in the London Borough of Ealing. The nursery has use of one play room and there is an enclosed garden for outdoor play. There are currently 36 children in the early years age group on roll. The nursery receives funding for early education. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs five staff, all staff hold appropriate early years qualifications. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide more opportunities for children to see examples of their home language and incorporate this within their play and learning.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage learning and development requirements, which they put into practice with success. Caring and enthusiastic staff use good teaching techniques and deploy themselves well. Staff find out about children's likes and interests by spending time with them and observing what they do. This means that activities and the resources provided follow their interests very well. To involve the children in planning staff talk with them about what they would like to do and they display important information for parents regarding the learning and development plans and goals.

Children delight in showing their learning journals to visitors and older children are able to recall activities that they have particularly enjoyed. Staff make the most of spontaneous opportunities, such as when on bonfire night the children and staff took blankets into the garden. The children and staff were able to sit in comfort and enjoy the firework displays from the houses surrounding the school.

Children eagerly choose what they would like to do from the plentiful resources. They enthusiastically play with the foam filled tray and laugh with delight when the animals within are covered so they have to find them. The staff support children very well to count in context, so that they successfully manage to count using their fingers to show how many blocks they have. Children also enjoy going for a walk with the staff as they head

off to the school dining hall for lunch. They have a lovely time talking to the staff about real life events, such as their favourite foods and what they hope to have for lunch. Staff have attended 'Every Child is a Talker' (ECAT) training and used it to develop their practice. The adults use good questioning techniques that make children think and respond.

Staff use many strategies and resources to acknowledge and value children's home languages within the provision. There are a wide range of dual language books and music compact discs to promote children's home cultures. However, opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed.

Every day in the garden there is sand and water, paint and chalk for mark making. There are also growing beds giving children the opportunity to grow their own vegetables. Staff point to the tomatoes explaining that they are not ready yet because they are green. Children are taking care of the plants watering them and talking about how they grow. Another group of children are making dinner in the garden home corner using real vegetables in their role play. An attentive member of staff sits with them and talks about what they are doing whilst answering their questions as they play. This effective teaching ignites children's imaginations and conversation extremely well. As a result, children are developing the attitudes to learning that they will need when they go to school.

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

Children settle quickly in the calm, friendly atmosphere where they receive close personal support. They are confident and comfortable in the presence of the staff and treat the environment as their own. Children display a good awareness of taking responsibility for the safety of themselves and others. They happily hold onto the staff's hands as they walk to lunch and talk to them about safety. Staff remind them to look for cars before they cross the zebra crossing on the way to the school building. This promotes their understanding of how to keep safe when crossing the road. They also take part in fire drills as staff further reinforce children's awareness of keeping safe.

Children play in a clean, homely, stimulating environment with plenty of resources that are in labelled drawers with pictures and words so that children can self-select. They are able to choose writing, drawing, craft and messy materials easily and freely to further promote their choices and enjoyment. Staff support them when they are concentrating and allow children to find their own solutions. Children talk about their feelings during circle time using the feelings box to help them express themselves. Later in the session children sit together making playdough shapes talking to each other about what they are doing and carefully placing their creations in the home corner oven to bake. Young children's care needs are met well, for example, nappies are changed regularly by their key person.

Children's behaviour is very good, they are fully occupied and they receive plenty of positive praise from the staff who act as good role models. This raises children's self-esteem very well and encourages them to have a go at all the activities. They are

independent and very proud of their achievements. The staff help children to cope with the transition from home to the setting exceptionally well. They gather valuable information from parents that give a good base to build on and help to establish children's individual care routines and developmental starting points. The deputy manager conducts home visits that support a thorough settling-in procedure that is tailored to meet children's individual needs. Staff are sensitive to young children who are settling into the nursery. Regular verbal feedback is exchanged with parents on a daily basis, which ensures that continuity in children's on-going care routines are supported very well. Children make good progress in preparation for their next stages in learning. They are clearly well prepared for the move to the reception classes when they start school.

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

The reflective approach of leaders and staff contribute well to their accurate understanding of the nursery's performance. The senior leadership team follow very well developed procedures for recruiting, training and monitoring staff. Staff are all appropriately qualified for their roles and fully engaged in their continuous professional development. New staff members are interviewed, follow an induction and are well supported and supervised. The leadership team support staff with their personal development to ensure that they succeed in and achieve their goals for gaining further training and qualifications.

The staff's practice and procedures, with regards to child protection and safeguarding, are good. They know what to do and who to contact if they have concerns about a child's care or welfare. They have a clear understanding of what to do if there are any allegations made against them or a member of the staff team. All records are stored with good regards to confidentiality. Arrangements ensure that all accidents are clearly recorded and that relevant information is promptly shared with parents. There is a comprehensive sickness policy, which all staff are aware of and adhere to in order to prevent the spread of infection. Staff receive training to ensure that they are well equipped to respond appropriately to children's needs if an accident should occur. Written risk assessments support practice well. For example staff make sure that hot drinks are not taken into areas where children play. The premises are well maintained. For example, the owners employ a cleaner to ensure that the environment is clean for children to play in. All areas of the nursery are suitable for children to use.

The staff are highly dedicated to their role and work hard to achieve good outcomes for children. The manager has clear targets and priorities for improvement and works closely with her deputy and the team to discuss practice and better ways of doing things. This demonstrates that the setting is monitored very well and regular evaluations take place to promote continuous improvement. There are good arrangements in place to ensure strong partnership working with parents and other professionals, to ensure a consistent approach. Staff are deployed well throughout the nursery and the manager and deputy are clear about their roles and responsibilities in managing the nursery. However, occasionally, during periods of staff changes the arrangements are not always as effective

as records are not up to date. However, the manager is aware of this and taking action to rectify this weakness.

The manager is 'hands on' spending time in the group room, role modelling for staff and being fully available to help provide additional support or to assist in any situation that may arise. There is plenty of information displayed for parents on the notice boards. The staff gain parents' feedback by talking to parents each session and parents regularly contribute and comment in their children's 'learning journals'. Parents are very pleased with the provision and comments include; 'we are so pleased with our child's progress'; 'my child loves coming and we believe she is happier for it'.

The nursery jointly shares a building with the children's centre. There are well-established links with the school and children centre and an established partnership with the children's centre families. This enables staff to further support the children and adults that make up this community. Staff work extremely closely with other professionals to support children when the need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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

Unique reference number	EY420467
Local authority	Ealing
Inspection number	937736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	36
Name of provider	Hungry Caterpillar Day Nurseries Ltd
Date of previous inspection	02/06/2011
Telephone number	01895678682

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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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Piccadilly Gate
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M1 2WD

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