

Hungry Caterpillar Day Nurseries & Kids Club

John Perryn Primary School, Long Drive, LONDON, W3 7PD

Inspection date	26/11/2013
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The setting provides a welcoming environment and a wide range of resources that cover the seven areas of learning and development.
- There are warm relationships between children and practitioners, therefore children are confident to explore their surroundings.

It is not yet good because

- The organisation of the daily routines means that on occasions activities are not well enough organised to promote children's learning and as a result some children are not always suitably challenged.
- Staff deployment is not always focused on the needs of all children. Therefore, there are some inconsistencies in promoting children's well being.
- While partnership with parents and other agencies ensure children receive support and interventions that meet their needs, for some children this process takes longer than is ideal.

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 the practitioners and children in the nursery and breakfast club.
- The inspector reviewed a range of documents including staff vetting checks, and the safeguarding policy.
- The inspector held a joint observation with the manager.
- The inspector held meetings with managers and the provider.
- The inspector spoke to children, parents and practitioners.

Inspector

Naomi Hillman

Full report

Information about the setting

Hungry Caterpillars Day Nursery & Kids Club is privately owned and one of eleven settings run by Hungry Caterpillars Ltd. It registered in 2009 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Nursery operates from three rooms in a newly built children's centre attached to John Perryn School in the London Borough of Ealing. All children share access to a secure enclosed outdoor play area. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 42 children aged under five years on roll. Of these, thirteen children receive funding for nursery education. Children come from the local and wider community. The nursery supports a number of children with special educational needs and/or disabilities and also supports a number of children who are learning English as an additional language. The nursery employs twelve staff, of whom ten hold appropriate early years qualifications. The nursery also employs a cook. The nursery is affiliated to the Pre-school Learning Alliance (PSLA) and has obtained the national accreditation of the PSLA. The nursery receives support from the local authority. Children from the age of eight years to 12 years of age also attend the out of school club.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review systems to work in partnership with parents, and other agencies to ensure they promote the learning and development of all children.

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

- improve staff deployment so that key persons are available to support each child as they settle into nursery.
- develop further the organisation of activities to provide time for older and more able children to concentrate and extend their learning.

Inspection judgements

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

Children enjoy their time at the setting. It is well laid out and there is a suitable range of resources. Children are able to move freely through the indoor and outdoor areas taking part in a variety of appropriate activities and selecting toys and equipment that interest

them as they learn and explore. The educational programmes cover the seven areas of learning and generally support children's development. Children show sound levels of engagement, although on occasions the daily routine does not provide suitably challenging experiences to meet the needs of all children. For example, three year olds become disengaged and walk away from a well- taught phonics session, when younger children come into the room and begin to climb through them.

Practitioners generally understand how to promote the learning and development of young children. They appropriately support children's self-chosen play, and use interesting questions to help children think about what they are doing and extend their learning. In the baby room practitioners spend the majority of their time down on the floor with the babies. They explain this is to make sure they provide good eye contact, and are available to interact with and support the babies. As a result babies' and young children's development is supported in the prime areas and children are going on to develop the skills they need for school.

Key persons carry out regular observations of children and use these to identify children's next stages of learning. Daily activities are planned by key persons to meet the needs and interests of children. Key persons carry out assessments of children, including progress checks on two year olds, and track children's development to ensure they are making progress. As a result children are generally working within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities.

Parents are welcomed into the setting and most parents contribute to initial assessments of children's learning and developmental stages as they join the setting. Information about children's progress is shared with parents through daily conversations and more formal parent meetings each term. The key person system means that practitioners work in partnership with most parents to meet the individual needs of children.

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

The setting provides a warm, bright and welcoming environment. Children have free flow access to the outside area throughout the day. There are a range of resources both in and outside which children can easily reach. As a result children are able to be active learners and move around the setting as they play, exploring their own ideas. This environment means that children's all round development is suitably promoted.

Key persons know their children well and talk warmly about their individual characters and interests. Children go to their key person for reassurance and comfort and there are suitable relationships. Therefore children are forming secure attachments, which promote their personal social and emotional development. However the deployment of staff means that on occasions key persons are not always available to stay with children and support them as they start at the setting. Therefore, not all children's emotional well-being is effectively promoted.

Children are provided with plenty of opportunities to be active outside and enjoy running, climbing and cycling. Practitioners promote children's understanding of how to stay safe as they remind children to 'use their walking feet' inside. The setting has worked in partnership with parents to put in place a healthy eating policy and has a cook who provides healthy snacks and meals for the children. Practitioners have a good understanding of how to promote children's health and well-being through maintaining a safe, secure and clean environment within the setting and it's outside areas.

There are sound systems to manage children's behaviour. Staff encourage children to be gentle and listen to one another. Consequently children have good relationships. Children are learning to be independent and manage their own needs relative to their ages. They are confident and developing suitable skills to go onto school.

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

The provider has a sound understanding of her responsibility to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She ensures that the nursery provides a broad range of experiences that help children make progress towards the early learning goals. The nursery is one of eleven settings the provider owns. She and the area manager review each key person's tracking of children to ensure each child makes suitable progress.

The provider and manager have a secure understanding of their responsibility to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are safer recruiting and induction practices in place to ensure all staff are suitable to work with children. All staff are vetted to work with children before joining the setting. There are clear safeguarding policies in place which are understood and implemented by practitioners. Practitioners have a clear understanding of how to safeguard children. All practitioners attend safeguarding training and are able to explain how they would identify concerns and take appropriate action to protect and support the children in their care. Practitioners hold appropriate first aid qualifications and there are effective systems for dealing with accidents.

This inspection took place following concerns raised to Ofsted. Ofsted carried out an unannounced visit and set actions relating to extending the safeguarding policy to include the storage of mobile phones and cameras in the setting, ensuring that records are easily accessible and available and keeping a written record of any complaints and their outcome and making this record of complaints available to Ofsted on request. The provider has met these actions. The safeguarding policy has been updated and now includes details of the storage of mobile phones and cameras in order to protect children. All records are now easily accessible and available for inspection. There is now a record of complaints and this is available on the premises for inspection. Following this visit additional concerns were received. These were about how children are safeguarded, the cleanliness of the setting and how staff support children's individual and learning needs. As a result of the concern, the provider carried out a suitable investigation and found no evidence to support the

concerns about how children are safeguarded and the cleanliness of the setting. However, she identified there had been inconsistencies in supervision of staff leading to inconsistency in how staff meet children's individual and learning needs. She has dismissed members of staff and put in place systems to closely monitor and improve staff performance. The inspection found that training and supervision has a clear focus on safeguarding and child protection and therefore children's safety and welfare is suitably promoted. The setting is clean and well resourced. However it is apparent that, for a short period of time, systems for the monitoring and supervision of staff with regards to working relationships were not effective. The provider is aware of the problem and is implementing suitable systems to put them right.

The provider and manager have put in place systems to promote partnership working with parents, external agencies and other providers. For the majority of children these are making a suitable contribution to meeting their needs, as appropriate interventions are secured and they receive the support they need. However these systems are not implemented securely enough, and as a result not all children are promptly receiving the individual support they need to promote their learning and development.

The provider has a strong drive for improvement. The systems for self-evaluation provide an appropriate overview of the provision's strengths and weakness, and take into account the views of parents through a parent forum. Staff talk to children to seek their views about the setting and this is used to identify areas for development. Recommendations from the last inspection to ensure the room temperature is suitable for young children have been effectively implemented.

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	EY397085
Local authority	Ealing
Inspection number	944121
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	65
Number of children on roll	87
Name of provider	Hungry Caterpillar Day Nurseries Ltd
Date of previous inspection	21/01/2010
Telephone number	0208 222 6395

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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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