

Hungry Caterpillar Day Nursery

L.A. Fitness Health Club, Rowdell Road, Northolt, Middlesex, UB5 6AG

Inspection date	13/01/2014
Previous inspection date	13/10/2009

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		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 settle well and feel at home in the nursery because staff know their needs, likes and dislikes.
- Children make good progress across all areas of learning because staff assess their development accurately and provide interesting activities that meet their learning needs.
- Staff have a thorough understanding of safeguarding concerns and there are well understood procedures for managing any allegations against members of staff in the setting. This promotes children's ongoing safety.
- Children enjoy playing in the well resourced areas. Babies in particular, benefit from toys stored in their reach so that they can make choices about their play.

It is not yet outstanding because

- While children are generally engaged well in their time in the nursery, some planned activities, particularly for older children, lose momentum during the delivery. This means that they do not always sustain challenge for these older children.

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 practice in all areas of the nursery.
- The inspector spoke to staff, children and parents to gather their views.
- The inspector discussed the self-evaluation processes in the nursery.
- The inspector carried out a joint observation of practice with the manager.

Inspector

Naomi Brown

Full report

Information about the setting

The Hungry Caterpillar Day Nursery and creche is one of several settings run by Hungry Caterpillar Day Nurseries Ltd. It was registered in 2004 and operates from two rooms on two levels within L.A. Fitness Club in Northolt, within the London Borough of Ealing. All children share access to an outdoor play area. The creche is open five days a week from 9.30 am to 4 pm. The nursery is open each weekday from 7.30 am to 6 pm for 50 weeks of the year. The nursery closes for four days over Christmas and for five staff training days throughout the year. There are currently 54 children aged from three months to five years on roll. Children come from the local area and/or are members of the health club. The nursery staff care for children who learn English as an additional language and children with special educational needs and/or disabilities. The setting employs 12 staff, of these, ten including the manager, hold appropriate early years qualifications and two staff are working towards a qualification. The setting is in receipt of early education funding for children aged two, three and four years.

What the setting needs to do to improve further

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

- develop the pace of activities in the pre-school room, so that staff maintain children's interests and maximise the level of challenge for older children.

Inspection judgements

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

Children make good progress across all areas of learning as planned activities and resources meet their needs well. Staff know much about the children when they first join as they gather information from parents and observe children in their play. This means that staff are able to use this information to plan activities that encourage their development and, overall, challenge them well.

Children make particularly good progress in their communication and language development. Staff speak with children often and show them how to hold a conversation. In the baby room, staff echo things that children say so that babies develop their pronunciation. Babies enjoy singing and looking at books with staff so they learn the links between words, both written and spoken, and their meaning. Older children are lively talkers. They enjoy explaining their thoughts, feelings and ideas to people and use spoken language to make friends and play. For example, children introduce each other to visitors and they eagerly ask who unfamiliar people are and why they are here. Staff are kind and listen to children, answering their questions so that they know their ideas are valued.

Staff make minding areas welcoming and generally children play purposefully. There are clearly defined areas for exploring books, textural and messy play and construction and role play. Children demonstrate that they are confident for their ages. For example, children state that they are 'cooking' and say 'look flour!' as they point to flour on their clothes. Children introduce other children in the room, describing them as 'our friends' and eagerly seek out things to do around them. Staff interact well with children to promote their thinking skills. For example, when children play with the wooden train track, a member of staff asks interesting questions to extend the game. For example, they ask 'where are you going on your train?' There are some good opportunities for simple problem solving brought in to these games. When there is a 'crash' on the train track as both trains meet head on, the member of staff asks 'what are we going to do?' The children eventually settle on turning one train round with the help of a tractor. This shows that staff give children time to develop their thinking skills and to solve simple problems. However, while activities begin strongly, sometimes the momentum can be lost during these activities, particularly with older children. Staff are not always fully confident to adapt these when children begin to lose interest. This means that staff do not always take opportunities to maximise challenge for these oldest children. For example, during an activity where children make their own dough, children initially engage well with staff who ask lots of questions about what the children are doing. However, towards the end of the activity, while children enjoy exploring vocabulary such as 'sticky', staff lose the thread of the activity. They do not encourage children to explore why dough is sticky, or how they can stop it from sticking to the table. This means that some children move away from the activity and find something else to do rather than getting the most from one opportunity.

Staff encourage children's pretend play well and, as a result, children are imaginative. For example, while children are at the water tray they pretend to do 'cooking'. The member of staff sitting with them speaks to them to promote their thinking and joins in their game. They discuss how long things will need to cook for and children suggest that staff encourage mathematical development by simple counting in all activities such as counting trains and carriages. Also, staff ask 'how much water is there in the bowl?' and 'will this fit?' so that children learn to count objects and to compare different sizes. Children note when they pour water into the bowl and it spills that there is too much. Staff use lots of descriptive words which are echoed by the children to promote their vocabulary and pronunciation. This links to the planning for these children, which highlights speech development and prepares them well for school. This also demonstrates that staff are able to use what they know about children to support their good development.

There are good opportunities for parents to be involved in, and contribute to, their children's learning in the nursery. Staff meet with parents at least once every three months and discuss assessments with them, to make sure that they have a strong overview of children's all round development. This means that they are able to work with parents to promote good consistency between approaches which supports children's settling and their ongoing progress in the nursery.

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

Children feel safe and secure in the nursery because staff welcome them warmly and offer lots of cuddles and reassurance to all children. Settling procedures, both when children first arrive and when they move between the baby and pre-school rooms, are designed to children's individual needs. This means that children know that they will always have someone close by who they feel safe with. This supports their confidence in new situations.

There are good systems in place to support children with any specific needs including special educational needs and/or disabilities. This means that these children are able to make progress in line with other children in the nursery. For example, the special educational needs coordinator is experienced and supportive of children with identified needs. She works closely with parents and any relevant outside help to promote children's development. As a result, children are well supported by the coordinator and their key person, and the plans in place for these children have clearly been effective.

Risk assessments are fully in place and used by staff to promote children's well-being across the nursery. For example, children are registered in and out of the building when they go into the nursery so that staff know where each child is at all times. Staff maintain the outdoor area well. While children are unable to play outside whenever they wish because of the layout of the premises; they do have daily access to outdoors. All children enjoy their time outside and they chat afterwards about the things they have played on, including bikes and the climbing frame. The manager has highlighted this as an area for development. She wants to improve the access so that children can move freely between inside and outside areas to make choices about where to play. In the meantime, the nursery staff are clearly prioritising children's safety. Staff also take children to the field over the road from the premises for larger scale physical play. Children take hula hoops and footballs and enjoy nature trails and picnics in this area. Staff bought the children their own camera so that they can investigate and record their findings as they explore the natural world.

Children enjoy a good range of healthy foods which are freshly prepared for them each day. They tuck into food at lunch time and there are good systems, such as star charts, in place to encourage children to try new foods. For example, they get a star if they try a tomato at lunch time. Lunches are freshly cooked at the nursery and the food on offer encourages children's good health, for example, warm pasta with cheese sauce, sweet corn and other vegetables. Children have freely available water throughout the day. Babies have lidded beakers so that they can help themselves to drinks whenever they choose. This means that children are well fed and hydrated which enables them to concentrate and gives them energy to play. Children wash their hands when they come in from the garden and after playing with the nursery snails, without prompting. This demonstrates their awareness of the need for good hygiene.

Children behave well in the nursery. For example, when children become a little boisterous staff gently remind them why they should be kind to other children. Both older and younger children readily clear up and help to put away activities. Staff are fully aware of the appropriate ways to manage challenging behaviour and the contents of the behavioural policy in the nursery. Staff are positive role models and support children to be independent. Children help to give out cups at mealtimes and hold their cups up to help

pour their drinks, both in the pre-school and baby rooms. Children are observed to put their own painting aprons on and staff encourage their help in putting bedding away after sleep. This enables children to take pride in their surroundings and promotes their strong self-esteem as staff praise and thank them for their help.

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

There are clearly defined roles and responsibilities within the nursery hierarchy. The area manager, the manager and room leaders are clearly aware of their roles and responsibilities. For example, they know when to inform Ofsted of significant events. This means that all requirements of the Statutory Framework for the Early Years Foundation Stage are implemented well. Also, as staff benefit from strong management they know what is expected of them. This means that staff are responsible and well-organised and they respond well to children's needs and interests.

There are secure systems in place to recruit suitable, qualified staff and to check the suitability of staff on an ongoing basis. For example, thorough recruitment procedures mean that staff have all been vetted to work with children. Secure induction procedures mean that staff understand what they are required to do from the outset. The manager has recently introduced a disclosure for staff to share any changes in their suitability at regular supervisions and appraisals. Policies and procedures relating to child protection are clearly written and all staff are clear about the signs and symptoms of concern. Staff are all able to explain how they would proceed if they had concerns about a child. There are clear systems for staff to share any concerns about each others' practice and managers have a strong understanding of the steps to take if there are any allegations against staff members or themselves. This means that staff are able to protect children well in the nursery.

The manager and area manager have clearly evaluated strengths and weaknesses of the nursery in collaboration with staff, parents and children. They have a secure overview of strengths and weaknesses with identified areas for improvement. Since the last inspection the nursery have involved the staff and children in redesigning the garden. They have visited other settings with more available and developed gardens to gather ideas. They also asked the children what they wanted and developed staff understanding of the importance of outdoor play for all children. The manager has also spent much time encouraging staff to understand how children learn and why they teach in certain ways. This means that staff to understand why they are doing things and the impact of their actions on children's learning. As a result, staff use a range of effective methods to teach children effectively. The manager and room leaders monitor planning, observations and assessments including the implementation of the progress check for two year old children. This means that they have a good overview of the planning and that activities and resources in the nursery meet children's learning needs. This supports children's good progress from their starting points.

There are strong systems for involving parents in the nursery. Parents are involved in

assessments of children's starting points and meetings between key persons and parents support ongoing continuity of care and development between the setting and home. This supports children's ongoing strong development. The nursery also has effective links with outside agencies including the area special educational needs coordinator. This means that staff are able to access outside support for any children who need it.

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	EY282909
Local authority	Ealing
Inspection number	946047
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	54
Name of provider	Hungry Caterpillar Day Nurseries Ltd
Date of previous inspection	13/10/2009
Telephone number	020 8841 5611tel 020 8845 6162

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

