

# Hungry Caterpillar Day Nurseries & Kids Club

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

<b>Inspection date</b>	30/06/2014
Previous inspection date	26/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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 warm and welcoming environment where children are happy, settle well and form positive relationships with staff.
- Children benefit from a wide range of learning resources to support all areas of learning and development.
- Management and staff work in partnership with parents and external agencies to support the needs of individual children.
- Management has made a number of positive changes since the last inspection. Accurate self-evaluation and action plans support positive outcomes for children.

### It is not yet good because

- Management does not consistently monitor incidents and address possible issues in order to reduce future risks to children.
- Staff do not always embrace the possible learning opportunities that mealtimes offer to support children's self-care, and communication and language skills.
- Staff do not always provide children with sufficient time and space to follow their own interests during planned activities, to further promote their independent play.

## **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 staff interactions with children in the nursery and the breakfast club.
- The inspector carried out a joint observation with the manager.
- The inspector tracked a sample of children's records to look at children's progress.
- The inspector met with the managers to discuss the nursery's documentation and processes.
- The inspector engaged in conversations with staff, parents and children.

## **Inspector**

Vanessa Brown

## Full report

### Information about the setting

Hungry Caterpillars Day Nursery & Kids Club is privately owned and one of eleven settings run by Hungry Caterpillar Day Nurseries 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 an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 41 children aged under five years on roll. The nursery receives funding for the provision of free early education to children aged two, three and four. Children come from the local and wider community. The nursery supports children with special educational needs. The nursery employs twelve staff, of whom nine 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 11 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:

- ensure risk assessments take into account all incidents occurring in the nursery and individual children's specific needs, in order to minimise risks to children's safety
- improve the programmes for personal, social and emotional development, and communication and language development by making consistent use of all routines, including mealtimes, to develop children's ability to do things for themselves and to encourage them to talk more to one another and to adults.

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

- develop the organisation of planned activities further to give children sufficient time and space to follow their own interests.

## Inspection judgements

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

Children make steady progress in relation to their starting points. They appear happy and settle well in this friendly environment. Children are able to choose from a range of

resources to support all areas of their learning and development. They are able to move freely the majority of the day between the outdoor and indoor learning environments. Staff gather information from parents on entry to the nursery about children's favourite activities and interests. They use this, along with observations of children, to plan activities to support children's next stages of learning and development. Children's progress is tracked regularly through an assessment of their achievements. Staff provide parents with summaries of children's development during parent conferences as well as the progress check for children aged two years. This helps staff identify any gaps in children's learning and plan activities to support them to further develop.

Staff share information with parents about their child's development and offer ideas to support children's learning and development at home. Staff confidently discuss the individual needs and abilities of each child in their care and know their key children well. Appropriate levels of support by staff combined with a mix of adult-led and child-initiated activities ensure children have opportunities to make steady progress in their learning and development.

Staff teach children about how to stay safe in the sun. They engage all children in the conversations to support their communication and language development. Staff follow children's interests and they talk about going on holiday. They include more reserved children by talking about the child's family and home life. This supports children's personal, social and emotional development, as children become more confident talking in a group and with their friends. Staff teach children about the letters that make up their names as they identify their own names on sun cream bottles. This promotes children's literacy development.

Staff encourage children to be kind and thoughtful to their friends. Children pick flowers and say 'happy birthday' as they give them to others. This supports children's personal, social and emotional development as staff encourage children to think about their feelings and how they make other children feel.

Children have opportunities to develop physically as they learn to balance and spin themselves by pushing with their feet. Staff support the characteristics of effective learning as children are encouraged to have a go for themselves and work out how to do it by keep trying. Children learn to take turns and are happy when they are able to do it for themselves. They become independent learners and this supports their confidence and self-esteem.

There is suitable focus on supporting babies and toddlers in the nursery. They are able to find resources independently and therefore make choices from a young age. They use the space to develop confidence in their abilities and independence. Staff sit on the floor and talk to the children to engage them in play. Staff sit at children's level and talk to them and this supports children's communication and language development. Children choose some of the songs they would like to sing and staff talk about feelings with the children. Staff try different ideas to keep children engaged in circle time activities. However, children start to wander away during some parts of the planned activities and staff do not always provide children with sufficient time and space to follow their own interests to further promote their independent play.

Older children in the kids club enjoy breakfast and join in with a suitable range of activities on offer before they start school. They sit together and build positive relationships with staff and other children. Children's communication and language is supported well. Staff talk to children and encourage them to join in with conversations. Staff support children's personal, social and emotional development as they discuss why children are different and the importance of not making judgments about people until you get to know them. Staff escort the children from the kids club into school. They pass on information to the school staff which supports them to meet individual children's needs throughout the day.

Parents are kept well informed of their child's progress and are fully involved in their child's learning. They receive daily information about the activities their child is involved in and formal arrangements are in place to review children's development folders. Parents are encouraged to support their child's learning at home as staff provide ideas and information to support them.

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

Children demonstrate that they are settled in the nursery and are developing strong emotional attachments with their key person. This is because the settling-in process allows the key person time to get to know the child's routines and individual needs. Children turn to staff for support, and babies and toddlers receive cuddles for reassurance. This supports children to feel safe and secure.

Children have daily access to fresh air and exercise from the free-flow system the nursery operates. They run around and build friendships, climb on the climbing wall, pedal on tricycles and roll tyres around to make obstacle courses. This supports children's personal, social and emotional, and physical development as they become independent and confidently explore the outdoor environment. Children learn about healthy eating. Children of all ages are able to access water independently throughout the day. They cut up fruit to make a fruit salad for lunch. Staff teach children about healthy lifestyles. They talk about different fruit and the textures and smells. Children's physical development is supported as they practise cutting and peeling. Lunchtime is a sociable occasion and children of all ages sit together and develop positive relationships with staff and they enjoy food from a healthy menu. However, there are some inconsistencies at mealtimes as not all of the children have the opportunity to serve themselves all of the time. Some staff also miss opportunities to support children's communication and language development during lunchtime as they do not always engage children in purposeful conversations.

Staff help children manage their own behaviour as they provide activities to encourage turn taking and sharing. They distract children who display challenging behaviour and talk to them about their feelings. Children develop an understanding of why they need to wash their hands before they eat and after using the toilet. There are suitable nappy changing procedures in place. Children choose from the activities and resources on offer and acquire satisfactory skills, abilities and attitudes to prepare them for their future learning in school.

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

The inspection was carried out as a result of a concern that was reported to Ofsted. The concern related to lack of organisation and supervision in the nursery, ratios not being met, and unqualified and inexperienced staff supervising children resulting in multiple accidents. Concerns were also raised about managing children's behaviour as well as incidents not being reported.

At the inspection, it was found that management ensure that staff are deployed effectively throughout the day to meet the needs of individual children. Management carries out effective supervision of staff and there is an induction procedure for new staff in the setting which is followed. Ratios are maintained and management has a secure understanding of how to deploy staff to meet the children's needs. Management arranges for additional staff when required to meet individual children's needs. Out of 12 staff in the nursery, nine have an appropriate level 3 childcare qualification and two are working towards it. All staff have suitable experience of working with children. The nursery has a policy for achieving positive behaviour and equal opportunities, and management and staff are qualified to ensure they are implemented.

Accidents and injuries are recorded and information is shared with parents and carers. However, on the day of the inspection it was found that for a short period the nursery had not monitored and dealt appropriately with an incident in the past until a new manager was employed. They had not addressed patterns of behaviour or had effective risk assessments in place to deal with specific issues, which resulted in children's safety being compromised. This is a breach of a legal requirement. This is also a breach of the compulsory and voluntary parts of the Childcare Register. However, the provider did take appropriate action regarding an incident when pest control had to be called.

Overall, the management team and the provider have a secure understanding of their responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. They ensure that children benefit from a range of activities and experiences that support them to make progress towards the early learning goals. Management and staff share information on children's development with parents and provide ideas to support children's learning at home. They work closely with other professionals when needed to provide support for children with special educational needs to ensure they achieve their full potential. The provider also works with the local authority to ensure that one-to-one care is maintained for children with special educational needs and/or disabilities.

Overall parents are positive about the care their children receive at the nursery. They state that staff are supportive in providing information on their child's development and further support is offered to meet the needs of individual children. Management and staff make available the nursery's policies and procedures to parents. Staff attend safeguarding training and refresh their knowledge regularly. They demonstrate a suitable understanding of the procedures to follow if they have concerns about a child. Staff also understand the

procedures to follow if they have concerns about the behaviour of another member of staff. Documentation and records are well maintained and easily accessible. There are recruitment and induction procedures in place, as well as ongoing supervision, appraisal and training opportunities for all staff. Staff are deployed effectively throughout the day and ratios are strictly adhered to. Accurate attendance records are in place that clearly indicate children's arrival and departure times. The premises, equipment and environment are safe, suitable and hygienic.

Parents' views are sought to provide feedback to enable the nursery to reflect on how they are meeting the needs of the children they are supporting. The management and leadership team also takes into account the views of staff and children in reflecting on their provision. There is now a well-documented drive to strongly improve achievement for all children which demonstrates the team's commitment to continuous development. The action set at the previous inspection relating to working in partnership with parents and other agencies to ensure they promote the learning and development of all children has been addressed. Management and staff work with other providers and agencies to support children with special educational needs and/or disabilities. They provide informative verbal daily feedback to parents on children's development, as well as through the use of daily diaries. Regular parent conferences provide parents with information on their children's progress. There is a new, targeted action plan in place for addressing future initiatives.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

## 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>	EY397085
<b>Local authority</b>	Ealing
<b>Inspection number</b>	980107
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Hungry Caterpillar Day Nurseries Ltd
<b>Date of previous inspection</b>	26/11/2013
<b>Telephone number</b>	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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