

Hungry Caterpillar Day Nursery (Acton)

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



Inspection date

21 July 2015

Previous inspection date

30 June 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The provider and manager have successfully tackled the areas for development identified during the last inspection to meet the requirements of the Early Years Foundation Stage.
- Children of all abilities play and explore freely in the safe and well-organised play areas, indoors and outside. The routines of the day give children plenty of time to get deeply involved and develop their own ideas.
- The key person and manager monitor children's learning and development precisely. The nursery provides a wide variety of stimulating activities that are well matched to the children's needs. Children make good progress given their starting points and abilities. They have a wide range of knowledge and independence skills before they move on to school.
- Children learn to cooperate and enjoy playing together as staff model kindness and respect. They share equipment in the sand tray and take turns on tricycles, which creates a happy learning atmosphere.
- Parents and staff ensure good continuity in children's care and learning between home and nursery. Information sharing is particularly effective for children with special educational needs and/or disabilities so their well-being is fully supported.

It is not yet outstanding because:

- Children are not all developing speaking skills as quickly as they could. Plans to achieve excellence in language and communication, through a wide range of strategies, are being rolled out but it is too soon to see the improvement in outcomes for children.

What the setting needs to do to improve further

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

- ensure children's speaking skills develop as well as possible by implementing plans to enhance teaching and learning in communication and language effectively.

Inspection activities

- The inspector observed activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the manager and an operational manager representing the provider.
- The inspector spoke with parents and took into account their written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff join in playfully to extend children's knowledge and creative skills in stimulating, themed role-play areas. Children develop their emerging writing skills as they draw, paint and make imaginary flight bookings in the 'travel agency'. Babies and toddlers start to count and recognise sounds. They enthusiastically share books, stories, rhymes and music with older children and adults. Children who are not working within the typical range of development for their age gain in self-confidence. This is because staff give children sensitive individual attention while drawings or playing football together. Staff and parents share information effectively in detailed learning journals and in assessments for children aged two. Parents help to bridge children's learning between home and nursery by coming in to tell stories and providing objects from home for children to incorporate into their play ideas.

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

Staff vary the programme during the day so that children are physically active and have quiet time to sleep when they need to. Each key person compiles a personalised daily routine card for babies so their needs are well known and they settle well. At lunchtime, there is relaxed conversation and giggling while staff encourage healthy eating. During this, children learn valuable independence skills for their age. Attentive and caring staff make sure that children with special dietary requirements have the right food and drink to stay healthy. Children take turns, play cooperatively and help to tidy up. Staff take every care to provide high standards of safety inside and outdoors. Staff know what to do if they are concerned about a child's development or safety. The nursery helps parents to research for the school that is right for their child. Together they celebrate children's achievements to ensure they are confident to move on.

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

The provider and manager skilfully use tracking data to evaluate their activities. With effective monitoring and supervision, the manager ensures the Early Years Foundation Stage is implemented to a high standard. The nursery is pursuing plans, which are beginning to show improvement, to enhance children's speaking further and to close the gap between boys' and girls' achievements. Staff recruitment, induction, supervision and training arrangements are effective to safeguard children. The provider ensures staff take up relevant training to continue their professional development within the Hungry Caterpillar organisation. They update necessary skills, such as paediatric first aid, through local courses. Partnerships with parents and other agencies for children in need of help and protection or with special educational needs and/or disabilities are strong. This work is given a high priority. The provider makes good use of the information from the termly parent/key-carer conference to include parents' views in the setting's improvement plans.

Setting details

Unique reference number	EY397085
Local authority	Ealing
Inspection number	1011200
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	41
Name of provider	Hungry Caterpillar Day Nurseries Ltd
Date of previous inspection	30 June 2014
Telephone number	0208 222 6395

Hungry Caterpillars Day Nursery is privately owned and is one of nine settings run by Hungry Caterpillar Day Nurseries Ltd. It registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting closed its provision for older children in 2014. Children have access to three play and care rooms and 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 21 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Eleven staff work with the children, including the manager, of whom nine hold an appropriate early years qualification.

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