

Hungry Caterpillar Day Nurseries - Acton Park



Hungry Caterpillar Day Nursery at Acton Park Children's Centre, Acton Park, East
Acton Lane, London, W3 7LJ

Inspection date	7 February 2018
Previous inspection date	6 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children play in a highly stimulating environment. They follow their ideas and help themselves to a wide range of thoughtfully displayed toys and resources. For example, children enjoy using their senses to make their play dough. They recreate their experiences at home, such as when they pretend to cook, adding baked beans to flour.
- The ambitious new manager benefits from support of an expert leadership team. She embeds well-targeted improvements that have a positive impact on children's outcomes. Staff have improved support for children who speak English as an additional language to help them learn English quickly and develop their home languages well.
- Staff encourage children to listen, consider each other's points of views and share. Children's behaviour is good.
- Parents' partnerships are effective at involving parents in their children's learning and care. For example, parents and children enjoy taking part in shared celebrations of different cultural customs and events. Parents receive a wealth of information about their children's time in the setting.

It is not yet outstanding because:

- Although staff support children's behaviour well overall, occasionally they do not fully help children meet the high expectations they have for them.
- Sometimes, staff do not fully consider the differing abilities of children to reshape activities with effective levels of challenge to extend their learning even further.

What the setting needs to do to improve further

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

- give children more consistent messages and explanations to further support their understanding of what is expected from them
- reshape activities to provide the highest challenges for all children to extend their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning
- The inspector sampled a range of documentation, including staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held meetings with the manager and members of the leadership team.
- The inspector carried out a joint observation of staff practice, and discussed monitoring and professional development with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff regularly update their child protection knowledge and safeguarding skills. Staff know the procedures to follow in the event of any child protection concern. The manager provides regular supervision that helps staff to improve activities. She provides advice on how to improve their key children's learning successfully. Self-evaluation is accurate and includes the views of parents and the local authority to help make improvements. For example, they have enriched the provision to help children engage imaginatively in role play. The managers evaluate information on children's progress to address any gaps in development quickly and to target improvements.

Quality of teaching, learning and assessment is good

Staff use their observations well to identify and plan for children's next steps in learning. They make good use of knowledge acquired in training about improving children's understanding of mathematics and communication. Staff confidently introduce many mathematical opportunities into children's spontaneous play, such as when teaching older children how to play hopscotch. Staff support children's imaginative play well. For example, older children play musical instruments and paint. Younger children use a range of differing media and materials, such as oats, rice and natural objects. Staff encourage children's interest in books effectively. They use questions and enthusiastic reading to engage children well and to help them recall characters and events.

Personal development, behaviour and welfare are good

Staff support children to follow healthy lifestyles. For instance, they provide healthy meals and snacks, and children learn Yoga. Children form very secure bonds with staff and demonstrate that they are happy and safe. Staff focus very well on helping children to develop independence. For example, they use many strategies that successfully encourage children to use the toilet independently. Staff help children to learn about and respect differences between themselves and others. Babies settle well and their key persons are alert to their individual needs.

Outcomes for children are good

All children make at least good progress relative to their starting points. Children have many opportunities to practise their new learning and follow favoured activities. For example, toddlers learn how to hold a brush to sweep inside, and practise this skill later outside. Older children explore tapping out rhythms on large drums outside, after using drumbeaters inside. Older children learn to write their names. Two-year-old children pretend to cook as they explore real food in the role-play kitchen area. Focused support, such as around children's use of the interactive touch screen computer, helps ensure children with additional funding make good progress. Children learn the skills they need to help prepare them well for the next stage in their learning, including for school.

Setting details

Unique reference number	EY462782
Local authority	Ealing
Inspection number	1063528
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	49
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Date of previous inspection	6 November 2013
Telephone number	0208 7490715

Hungry Caterpillar Day Nurseries - Acton Park is located at Acton Park Children's Centre in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs eight staff, including the manager. Of these, six hold an appropriate early years qualification at level 2 and above.

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