

Hungry Caterpillar Day Nurseries - Hanwell Children Centre

25a Laurel Gardens, LONDON W7 3JG



Inspection date	14 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Senior leaders and the manager are very committed to their roles and help staff to provide a good-quality provision for children and their families.
- The manager follows good staffing arrangements to ensure they meet the required staff-to-child ratios to help keep children safe. Staff understand their roles well and supervise children effectively.
- Staff know the children well. They make accurate observations and assessments of what children already know and can do to help them plan a variety of interesting activities. Children make good developmental progress from their starting points.
- Staff form close relationships with the children. They are attentive and sensitive to children's needs. Children show they feel safe and emotionally secure at the nursery.
- Staff build on children's confidence successfully. For example, they use encouraging words during activities, such as 'you can do it' and 'have a go' that raise children's self-esteem and confidence.

It is not yet outstanding because:

- Although staff have made a good start to establishing positive partnerships with parents, processes to fully involve them to support children's learning are not as effective as they could be.
- At times, staff miss opportunities to increase children's understanding of how to identify and manage age-appropriate risks.

What the setting needs to do to improve further

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

- increase partnership working with parents to involve them more in their children's learning
- make more use of opportunities to raise children's understanding of age-appropriate risks and how to manage these more effectively.

Inspection activities

- The inspector read the setting's evaluation form. She discussed with leaders and the nursery manager how they evaluate the provision and target areas for improvement.
- The inspector carried out a joint observation with the nursery manager and discussed children's play, learning and progress with her. She looked at children's learning records.
- The inspector sampled relevant documentation, including staff's first-aid certificates and some of the setting's policies.
- The inspector observed the quality of teaching during indoor and outdoor activities, and spoke with staff and interacted with the children at appropriate times.
- The inspector spoke with parents and sampled written feedback from them.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and the manager offer staff good levels of support and coaching to ensure they are well trained to identify and report any concerns about a child's welfare. For example, after completing relevant training, staff have secured their understanding of signs that might indicate a child is exposed to extreme views and behaviours. The manager implements safer recruitment procedures to help check staff's suitability to care for children. She monitors children's progress rigorously to help them achieve good outcomes in their learning. The manager makes good use of self-evaluation to help her identify areas for improvement. For instance, she has significantly developed the garden area to support children who prefer to learn outdoors more effectively.

Quality of teaching, learning and assessment is good

Staff interact well with the children. For example, following recent training, they have introduced 'Boogie mites' sessions to make good use of talk and songs to help develop older children's communication and language skills. Children enjoy singing along and copying the actions for nursery rhymes. Staff support babies equally well. For example, they respond to babies enthusiastically as they babble and make hand gestures. Overall, children are motivated to learn. Staff use their strong skills to help develop children's understanding of early mathematics. For instance, during play they introduce a ruler to look at numbers and to help older children to compare sizes. Staff excite children to build on their fascination of imaginary play. For example, when staff observe that toddlers enjoy playing in the role-play area, they successfully introduce additional resources and scenarios to extend children's imagination. Children respond well and show good levels of engagement.

Personal development, behaviour and welfare are good

Children learn how to behave in a kind and respectful manner. For example, they willingly help their peers and say, 'here we go', to show that they want to share the resources. Children play well together and show confidence in social situations. Staff make good use of the surroundings to teach children about healthy eating. For instance, they grow, harvest and taste the home-grown potatoes from their garden. Children are active and gain good levels of independence skills. Babies enjoy exploring a wide range of sensory toys that helps to develop their curiosity. Outdoors, they enthusiastically take part in messy play and practise their physical development. Older children have lots of fun experimenting with dough and clay, which helps to support their creative skills.

Outcomes for children are good

Overall, children of all ages, including those who are in receipt of government funding, gain the skills that they need for the next step in their learning. They have many opportunities to develop their early literacy skills, such as during painting and writing activities. Children have access to everyday technology that aids their growing understanding of the modern world. For example, older children have lots of fun pretending to talk on toy phones and pressing buttons on keyboards. Younger and older children develop a positive attitude to learning.

Setting details

Unique reference number	EY537800
Local authority	Ealing
Inspection number	10067446
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	61
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Date of previous inspection	Not applicable
Telephone number	02088258200

Hungry Caterpillar Day Nurseries - Hanwell Children Centre registered in 2016. The nursery operates from a children's centre located in the London Borough of Ealing. It is open from 7.30am until 6pm, Monday to Friday, except bank holidays. The nursery employs nine staff members. Of these, six hold relevant early years qualification from level 2 to level 3. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old.

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.

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.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

