

Inspection of Hungry Caterpillar Day Nurseries- Stanburn

Stanburn Primary School, Abercorn Road, STANMORE, Middlesex HA7 2PJ

Inspection date: 30 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and content at the nursery. Staff adapt settling-in procedures to meet the needs of all children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND). They carefully use children's home languages and images to help children settle in. This also supports children to form positive relationships with their key person. Staff have high expectations for children's personal development. Children learn how to lead a healthy lifestyle as they practise brushing teeth and making 'healthy meals' in their mud kitchen. Children discuss fruit and vegetables during their play and how these are included in their meals. Staff remind children how to wipe their noses and wash their hands afterwards. This supports children's understanding of how to lead a healthy lifestyle and take care of their care needs.

Children behave well. There are clear boundaries and 'golden rules' that support children to understand what is expected of their behaviour. Staff act as positive role models and demonstrate these expectations. Children are inquisitive. They show a keen interest in the nursery environment and the activities available to them. This supports a positive attitude towards their learning.

What does the early years setting do well and what does it need to do better?

- All staff have a good understanding of what children know and can do. They develop a curriculum based on children's interests and what they need to learn next. Staff monitor children's progress and assess their levels of development. This helps to identify their next steps in learning. As a result, children make good progress in relation to their individual starting points.
- Staff provide children with a wide range of experiences and activities to promote their personal, social and emotional development, along with their communication and language. However, at times, staff supervise children during activities but do not engage with opportunities to extend their learning. For example, some staff continually talk to children, without pause, meaning that children do not have as much time to respond to what staff are saying to them.
- Children demonstrate positive relationships with each other. They work together to complete tasks and share these with their peers. For instance, children build a car from cardboard and invite their friends to join them on their 'drive'.
- Staff support children who speak English as an additional language. For example, they obtain key words in children's home language, which they use well. This shows that children's home languages are valued in the setting. Staff translate key words and match these to visual aids to help children understand and communicate their wishes. This supports children's sense of belonging.
- Children learn how to take an active part in managing their own personal needs.

They show good levels of independence as they say, 'I finished. I am going to wash my hands now!' Staff promote strong hygiene practices, which children consistently follow. For example, children immediately place their tissue in the bin after blowing their noses. Children are becoming increasingly independent.

- Staff work with professionals to implement individual education plans to support children with SEND. This means children receive the targeted support they need to help them progress, and ensures they are ready for the transition to the next stages of their learning.
- Leaders support staff effectively in their professional development. For example, they regularly observe staff practice and give feedback on what they do well and advice on where they can improve their teaching further. This enables children to work towards their full potential. Staff well-being is central to the vision of leaders and managers. Staff report that they feel supported and can self-refer for additional mentoring and mental well-being support.
- Parents express they are very satisfied with the progress their children are making. They feel well informed and praise how staff support their children with transitions. Parents know that their children feel confident and secure at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers are committed to safeguarding children. Staff are secure in the action to take if they have concerns about a child's welfare. There are clear procedures follow should they have concerns about a colleague's behaviour towards children. Staff are supported through training on all aspects of safeguarding, including the 'Prevent' duty guidance. Staff supervise children well and are vigilant when they move from one area to another. For example, staff check and count numbers of children as they move out into the garden. Robust recruitment procedures are in place for all staff. This ensures staff suitability. Induction procedures for staff are effective.

What does the setting need to do to improve?

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

- consider allowing more time for children to respond to staff and build even further on what they know and understand.

Setting details

Unique reference number	EY419753
Local authority	Harrow
Inspection number	10137975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	46
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Telephone number	0208 385 8292
Date of previous inspection	25 February 2016

Information about this early years setting

Hungry Caterpillar Day Nurseries at Stanburn First School registered in 2011. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, and five hold a qualification at level 3 or above. This includes one member of staff with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 8.50am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shahin Khan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector carried out observations of staff and children at play, speaking to staff at appropriate times.
- Staff shared their views about the setting with the inspector.
- The manager met with the inspector to discuss the leadership and management of the setting.
- Parents shared their experiences of the setting with the inspector.
- The inspector reviewed documents appropriate to the inspection.

We carried out this inspection 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.

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