

Inspection of Hungry Caterpillar Day Nurseries - Hanwell Children Centre

25a Laurel Gardens, LONDON W7 3JG

Inspection date: 24 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are settled in this warm, friendly nursery. Babies form close bonds with their key person, and separate from their parents with ease. Children demonstrate high levels of curiosity as they scoop and measure water into different containers. They learn to problem-solve and develop their early mathematical skills. Staff's interactions help children to feel safe and secure.

Children become confident to communicate. They develop their vocabulary through naturally occurring events and planned activities. For example, children learn about pollution and recycling. They talk about rubbish in the sea and link the new vocabulary to meaningful conversations with staff. This extends children's knowledge of the world around them. Children are sociable and behave well. For example, they listen to staff very well, who value children's choices. This helps to promote children's self-esteem and well-being.

All children demonstrate a positive attitude to their learning, including children with special educational needs and/or disabilities (SEND). Children experience a range of activities that support their physical development. For example, they use chopsticks and tongs to transfer noodles between dishes in the role-play area. Children have ample opportunity to access the outside area, where they learn to balance and ride tricycles. This supports children's large- and fine-muscle development.

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

- The manager has created a curriculum that focuses on the children's language and social development. She recognises the impact of the COVID-19 pandemic on children. As a result, she has adjusted systems to give babies time to settle, working closely with their parents. For example, babies are greeted by their key person and spend time developing sensitive relationships.
- Older children's learning is enhanced through the learning environment, which ignites their interest. Staff are skilful at following children's lead and extending their learning and development. All children, including children with SEND, make good progress and develop the skills that they need for later learning.
- Staff have reviewed routines around mealtimes. The manager has implemented training and coaching for staff to help to meet children's dietary needs. Older children transition from activities indoors and outdoors with confidence. However, at times, the organisation of routines is not consistent in the baby room. For example, occasionally, while children move between the different areas, some are left waiting for longer periods of time. This means that some children become unsettled, which interrupts their learning opportunities.
- Staff are good role models and have high expectations for children's behaviour.

They praise children for their good behaviours. Staff teach children about 'kind hands' and talk about different emotions. This helps children to understand the rules of the setting and how to be kind to others.

- Children develop their independence skills. For example, they feed themselves at mealtimes and put their coats on to go outside. Older children know to wash their hands and are confident in using the toilets. However, staff do not always model good hygiene procedures. For example, occasionally, staff wipe children's noses and do not wash their hands.
- The manager has a robust recruitment system in place. She ensures that all staff and students who work with children are suitable. Staff receive ongoing monitoring and supervision sessions to support their professional development. For instance, staff report that they have access to an online learning platform. This supports them to further deepen their knowledge of child development.
- Partnerships with parents are good. Parents are complimentary about the care and education that staff provide for their children. They say that staff are 'wonderful' and regularly share information with them about what their children have been learning. Parents are invited into the setting for parents' evening and are informed of their children's progress. This supports parents to extend their children's learning at home.
- Staff identify any children who will benefit from additional support. They use advice and support from professionals to plan specific support for children. This helps staff to deepen their knowledge to support children's individual needs. For example, staff create activities to support children's listening and attention skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to keep children safe. They know what action to take if they have a cause for concern about a child's welfare. Staff understand the local procedures to follow should they need to report a concern about a child's welfare or concerns about an adult. Regular in-house training is used to ensure that staff develop a breadth of safeguarding knowledge. Staff include children in daily risk assessments of their environment. They talk about why it is important to check that the gates are locked. This helps children to learn how to keep safe.

What does the setting need to do to improve?

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

- strengthen the consistency of staff's hygiene practices to support children's understanding of the links between good hygiene and good health
- review the transitions and routines in the baby room, so that children are not waiting for prolonged periods of time that interrupts their learning opportunities.

Setting details

Unique reference number	EY537800
Local authority	Ealing
Inspection number	10243211
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	0 to 4
Total number of places	55
Number of children on roll	94
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Telephone number	02037 275502
Date of previous inspection	14 August 2018

Information about this early years setting

Hungry Caterpillar Day Nurseries - Hanwell Children Centre registered in 2016. The nursery operates from a children's centre that is located in the London Borough of Ealing. It is open from 7.30am until 6pm, Monday to Friday, except for bank holidays. The nursery employs 13 staff members. Of these, nine hold relevant early years qualification ranging from level 2 to level 6. The nursery is in receipt of funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Lane

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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