

Inspection of Hungry Caterpillar Day Nurseries- Perivale

Perivale Primary School, Federal Road, Perivale, GREENFORD, Middlesex UB6 7AP

Inspection date: 10 March 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and relaxed. They join in with activities which reflect their own experiences. This helps them to feel valued within the nursery. For example, children explore the investigation area using magnifying glasses to look at different animals. This activity reflects a trip to the zoo that children have recently enjoyed with their families. Children show high levels of concentration and engage in activities for extended periods of time. In the garden, they use large spades to dig and move rocks from one area to another. This encourages children to use their investigation skills and become curious. Children develop their mathematical skills. For instance, they count beans while filling different sized tubes. Children learn different mathematical concepts. For example, they learn about 'more' and 'less' while exploring healthy foods.

Children are safe within the nursery. They confidently stand up and sing during group activities. Staff encourage children to be independent. For example, children are encouraged to put on their own coats and use the balancing equipment. They cut fruit independently when making a fruit salad. This gives children opportunities to complete tasks for themselves and develop their self-help skills. Children show pride in their achievements when they have independently completed tasks.

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

- The curriculum is ambitious for all children. Staff know children well. They know where each child is within their development and have the knowledge to support children to develop further. Children with special educational needs and/or disabilities are supported through individual support plans. These are tailored to meet their needs. This means that all children are given opportunities to develop to their full potential.
- Staff develop children's communication and language skills by introducing new words and ideas. Staff speak about how oranges grow naturally in sections. This helps children to develop their vocabulary and understanding of different words and concepts. However, when staff ask children questions, children are not always given enough time to respond before staff repeat the question. This means that children are not always given opportunities to process information.
- The manager supports staff's professional development. Staff are positive about the support and training opportunities that are available to them. Staff have recently attended training to support children's mathematical development. Mathematics is a strong focus within the nursery. Children are given an abundance of opportunities to develop their understanding of mathematical concepts. For example, they speak about quantities, as well as doubling quantities, during their play.
- Staff ensure that partnerships with parents are positive. Parents are made aware

of what the children have achieved throughout their time at the nursery. Staff share information regarding each child's development. They support children to continue and consolidate their learning at home, such as by providing home learning packs to families. However, information regarding staffing arrangements is not always clear to parents. Parents are not always aware of changes to staffing arrangements within the nursery. This means that they are not always able to form relationships with their children's key persons to share information about children's learning at home.

- Children engage well within the activities available to them. They show high levels of concentration and focus on their chosen activities for extended periods of time. Staff use activities, such as 'bucket time', to focus children's attention. Children enjoy this activity and explore toys of high interest. They smile and laugh throughout this activity. This shows that children are happy within the environment and enjoy their time at the nursery.
- Managers are strongly focused on supporting staff's well-being. They have systems in place to support staff to develop within their roles. The nursery has a mental health first aider available to support staff, if needed.
- Staff have strong systems in place to ensure that all children's allergies are catered for. This ensures that all the children's dietary requirements are catered for and that children are safe within the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of safeguarding and child protection practices. Staff within the nursery understand their roles and responsibilities within this process. They are aware of how to report any concerns that they may have. The manager operates a secure recruitment and induction process. Staff are aware of this process. This ensures that all staff working within the nursery are all suitable to work with children. Staff have received up-to-date paediatric first-aid training. Staffing arrangements within the setting are effective to keep children safe.

What does the setting need to do to improve?

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

- consider how to support staff to develop children's vocabulary, such as by using questions more effectively and allowing children more time to process and respond to questions
- develop communication to ensure that parents are made aware of changes within staffing arrangements.

Setting details

Unique reference number	EY420467
Local authority	Ealing
Inspection number	10280732
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	60
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Telephone number	0208 003 5942
Date of previous inspection	8 August 2017

Information about this early years setting

Hungry Caterpillar Day Nurseries- Perivale registered in 2010. It is one of 10 settings run by Hungry Caterpillar Day Nurseries Ltd. The nursery is independently run and operates from Perivale Children's Centre, attached to Perivale Primary School in the London Borough of Ealing. The nursery receives funding to provide early education for children aged two, three and four years. It is open for 51 weeks of the year, from 8am to 6pm, Monday to Friday. The nursery employs five members of staff, four of whom hold an appropriate early years qualification.

Information about this inspection

Inspector

Emma Long

Inspection activities

- This was the first routine inspection the nursery 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 inspector completed a learning walk together to understand how the curriculum is organised.
- The inspector observed children during their play, to assess the quality of education.
- The inspector carried out a joint observation with the manager.
- The manager held a leadership and management discussion with the inspector, who then sampled relevant documentation.
- The inspector held several discussions with staff and children during the inspection.
- Parents shared their views of the setting with the inspector.

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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