

Hungry Caterpillar Day Nursery

Inspection report for early years provision

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Inspector

Kelly Eyre

Setting address

LA Fitness Health Club, 20 Chestnut Avenue, Northwood,
Middlesex, HA6 1HR

Telephone number

01923 827977

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Hungry Caterpillar Day Nursery is one of six provisions run by Hungry Caterpillar Day Nurseries Ltd. It opened in 2004 and operates from two rooms on two levels within LA Fitness Health Club, Northwood, Middlesex. There is a ramp to the main entrance and stairs and an emergency ramp to the lower-level room. Children have access to a fully enclosed outdoor play area.

The nursery receives funding for early education. It is open each weekday for 51 weeks of the year and sessions are from 7.30am to 6.00pm. The setting is registered on the Early Years Register to provide a total of 40 places and there are currently 40 children attending who are within this age group. The setting serves a wide catchment area. It currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range. Hungry Caterpillar Day Nurseries Ltd also runs a crèche on the same site and this provision is registered separately on the voluntary part of the Childcare Register.

There are 10 staff members. Of these, eight hold relevant childcare qualifications and one is currently working towards a qualification. The setting receives support from the company's area manager who has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met and they are offered appropriate support because staff have excellent procedures for working with parents and take time to build up a thorough understanding of children's needs and interests. They use this information to inform daily planning and ensure that children are offered activities and resources that successfully promote their learning and development. Children who have special educational needs and/or disabilities are exceptionally well supported, ensuring that they can participate in all activities and routines. A further strength of the setting is their excellent safeguarding procedures, meaning that children are protected at all times and therefore feel safe and secure. The owner and all staff are committed to continuously improving the setting. They implement appropriate procedures that support self-evaluation and inform the prioritisation of improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further review the procedures for older children after lunch and for some of the daily routines to ensure that children continue to be offered a range of opportunities and can express themselves
- develop further the use of the self-evaluation process as the basis of ongoing review of practice.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures ensure that children are protected and their welfare is promoted. For example, training relating to safeguarding children is regularly updated and there are robust procedures to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised and children's safety is promoted. Children develop a good understanding of safety issues because staff offer clear guidance. For example, older children learn how to use tools safely. The consistent implementation of the setting's policies means that the environment is safe and secure. Children's behaviours demonstrate that they feel safe, as they confidently move around the play areas, independently selecting resources and approaching staff for help or to include them in play and discussions.

The owner and manager demonstrate a genuine enthusiasm for their work and are committed to reviewing and improving the setting's practice and, therefore, improving the outcomes for children. Appropriate self-evaluation procedures support them in identifying weaknesses and implementing action plans to address these. Recent improvements include the introduction of healthier menus and revised procedures at snack and meal times. This means that children's health is promoted and their independence developed as they help serve themselves and tidy away afterwards. Although there is a clear vision for the future, the self-evaluation process is not fully utilised to evaluate the impact of changes made. Staff demonstrate a good understanding of anti-discriminatory practice, enabling them to provide a service which is inclusive for all children and their families. They pay attention to understanding each child's background and needs, making use of this information when planning activities. Staff are caring and show a real enjoyment of their work. This creates a positive environment, where children are happy and enjoy themselves. Resources are used well to support children's learning and development. For example, the provision of recycling containers provides the opportunity for children to learn about recycling and caring for their environment.

Staff are committed to developing and maintaining excellent partnerships with parents and carers. This ensures that children's care is consistent and they are offered appropriate support. Newsletters, written reports and daily diaries mean that parents are exceptionally well informed of their children's progress. Daily discussions and regular meetings with staff mean that parents can share information about their children and fully participate in setting goals and targets to feed into the planning. The setting also has good procedures for liaising with other

professionals involved with the children. For example, they have forged links with local schools so that they are able to prepare children for this transition.

The quality and standards of the early years provision and outcomes for children

Children make good progress and are well supported because staff have a secure understanding of the Early Years Foundation Stage. They implement practical procedures for assessing children, using information gained from assessments to inform activity planning and thereby promote children's individual development. Good daily procedures, such as encouraging children to help with tidying up, mean that children's sense of responsibility is developed and they learn skills for the future. However, some procedures, such as the routine when older children sleep after lunch, do not fully ensure that children continue to be offered a full range of opportunities and they are not always able to express themselves in their choice of activities.

The attention to detail in the provision of resources means that children's play experiences are enhanced. For example, they use real fruit and vegetables during role play and older children use real tools in woodwork activities. Their play is further enhanced and their knowledge extended because staff play alongside them. For example, a staff member joins a group of children sitting at a table to draw and they quickly become engrossed in discussions about their pictures. Staff's flexibility and enthusiasm mean that mess is not a problem to them and they fully encourage children to explore. For example, young children thoroughly enjoy exploring the different textures of foam, sand and cereal, often climbing into the floor containers to explore these further.

The consistent approach to behaviour management enables children to feel secure and develop a good understanding of appropriate behaviour. Staff offer children ongoing explanations and encourage them to share and work together. Children's understanding is further promoted as they help develop the 'Golden Rules', reminding each other of these during group discussions. Their understanding of diversity is developed as they participate in daily discussions and access relevant resources. For example, they access books and role play items that give positive images of other cultures and ways of life, and enjoy looking at the many posters and labels in other languages. Children are gaining a clear understanding of the relevance of good health practices. They make their own displays depicting healthy food options and discuss issues such as the importance of hand washing and personal hygiene.

The setting's excellent procedures for working with parents and other professionals mean that they are able to adapt activities and offer highly appropriate support to children who have special educational needs and/or disabilities. They pay meticulous attention to all details, ensuring that they have the correct equipment to meet individual needs, and updating individual development plans to make sure that children are always offered appropriate activities. Children are encouraged to determine their own play and staff confidently support this. For example, children exploring toy animals are encouraged to name the animals and discuss the

differences in their characteristics. Children's individual development is promoted because staff make good use of their interests. For example, children's interest in construction sets is extended and they are encouraged to use their imagination as staff provide a wide range of additional resources, such as junk modelling materials.

The good use of outdoor areas means that children are offered an extended range of opportunities. They enjoy visits to the nearby park or walking in the woods, where they note the changes to the trees and act out favourite stories and rhymes. Children use language confidently and imaginatively, often explaining the intricacies of their role play to each other and to staff. Children of all ages learn about the uses of information communication technology. For example, older children use the computer and printer, whilst babies and younger children use interactive toys, cash registers and weighing scales.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met