

Hungry Caterpillars Day Nurseries

Inspection report for early years provision

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Inspector Helen Steven

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

The Hungry Caterpillar Day Nurseries is one of 10 provisions run by Hungry Caterpillar Day Nurseries Ltd. It was registered in September 2011 and operates from two rooms within West Twyford Children's centre, in West Twyford in the London borough of Ealing. Children have access to an adjacent outdoor play area.

The provision is registered for a maximum of 40 children in the early years age range, of these, 19 may be under two years at any one time. There are currently 11 children on roll. The provision is registered on the Early Years Register and receives funding for early education. The nursery is open five days a week from 7.30am to 6pm for 51 weeks of the year. There are five full time staff, including the manager, all of whom hold relevant Early Years qualifications. The provision supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are being met very effectively as they settle well into this new nursery. Staff effectively promote equality and inclusion across all aspects of the provision. Good use of self-evaluation and reflection by staff, along with an excellent commitment to build upon existing practice, means that the capacity to maintain continuous improvement is very good. Staff work well with parents and other providers of the Early Years Foundation Stage to promote children's individual needs successfully. Overall, learning is planned and promoted well in each area, resulting in children making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- increase the range of resources that support children in exploring information and communication technology
- make use of the local environment to provide children with learning experiences.

The effectiveness of leadership and management of the early years provision

Good awareness of safeguarding issues among staff supports children's safety and security. Staff engage in ongoing training to ensure that knowledge is kept up to date and relevant for their role. There is a robust recruitment procedure in place and the manager is systematic in ensuring processes are followed. Risk

assessments for the premises and daily checks for hazards are carried out. Required documentation is in place for the welfare and safety of children, for example, attendance registers and accident reports are maintained effectively. There is a comprehensive range of policies and procedures sourced from the organisation that ensures the smooth running of the nursery and the children's safety and well-being. Inclusion is at the heart of the setting. Policies are written in community languages and good information is solicited at the start of each placement to provide a deep understanding of children's individual needs.

The nursery has been open for less than three months at the time of inspection. The provider and managers have numerous plans and ideas in place which have yet to be fully embedded. Nevertheless, they have made an excellent start and demonstrate a very good capacity to improve even further. The new staff team have bonded well and are embracing the culture of reflective practice encouraged by the managers. The team share good practice and support students in developing their knowledge. Staff are motivated to further raise their skills by attending training during their five inset days each year. At the time of inspection modifications to the premises are being undertaken, as a result the children are all cared for in one room to promote safety. Staff ensure that the temporary learning environment for the babies is suitable for their needs. Normally, babies are able to self-select from a fuller range of good quality resources that support children's development across all areas of learning, and encouraging their independence.

Staff have effective recording systems used to observe and plan for the children, which support individualised learning. Inclusion is promoted throughout the setting through the identification of each child's individual needs; this process is successful as an effective key person system is in place. The nursery has good links with the local school and other agencies to ensure that other professionals are able to contribute to the support of children's individual needs as and when needed. There is a good partnership with parents; information is exchanged each day. Parents are positive in their feedback about the nursery; they feel that their children are really happy and have settled well.

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

Children make good progress towards the early learning goals as staff plan and provide interesting and challenging activities both indoors and outside. Children are enthusiastic learners as they explore the accessible resources and make choices about their play. They are helped to behave well and show care and respect for their peers, for example, babies are reminded to have 'gentle hands' when touching other children's hair. Children develop a true sense of belonging as they look at beautiful photos of themselves with their families in the 'special books'. Babies feel safe secure as they are held close when bottle fed. In addition, nappy changing is used as an opportunity for one to one communication. All children are encouraged through song to tidy up after play. Young children show a sense of pride and achievement when putting resources back.

Children's creativity is enhanced as they access media to enable them to express their ideas, such as painting and drawing. Children enjoy acting out familiar experiences in the home corner area. They pretend to feed their dollies and other children using various facial expressions. Overall, role play resources cover different areas of learning and this is an area the staff are planning to enhance. Babies are introduced to the pleasure of books as they snuggle close to their keyperson looking at the pictures and turning the pages. Staff use words in addition to the visual prompts to label resources in order to extend children's knowledge that text has meaning. Children have not yet had opportunities to go on local outings for outdoor learning experiences and enhance their knowledge and understanding of their community. Babies enjoy the effect of pressing buttons to make a noise and enjoy pop up toys. However, there are fewer opportunities for older children to engage with information communication technology. Children enjoy the sensory experience of water play and others enjoy watering the plants. Children negotiate space when whizzing around the garden on tricycles.

Children are developing an understanding of how to keep themselves safe as fire drills are carried out and recorded. They take pleasure in personal hygiene routines such as independent handwashing. Children enjoy nutritious lunches cooked on site, for example, they devour spaghetti bolognese and fresh fruits. The food is plentiful and children are able to serve themselves. Babies are encouraged to explore the food which provides opportunities for sensory learning and increased independence. Children are able to access water throughout the day when they identify they are thirsty. Children enjoy growing activities and have opportunities for junk modelling, which begins to develop their knowledge of sustainability.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

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	2
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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