

# Hungry Caterpillar Day Nursery

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

<b>Inspection date</b>	24/10/2013
Previous inspection date	16/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work well with parents to help children settle and share information about children's development.
- Older children listen and concentrate well as they participate in adult-led activities in readiness for school.
- Younger children are happy and settled and experience warm relationships with their key person.
- The manager has begun implementing an ambitious development plan which has led to many improvements in the nursery that benefit children's care and learning.

### It is not yet outstanding because

- New assessment procedures are not fully in place to monitor and evaluate children's progress and achievements effectively.
- Systems for monitoring and evaluating staff performance are not fully established to help ensure all staff work at a consistent level of expertise.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction both indoors and during a physical activity in the squash court.
- The inspector and manager undertook a joint observation of an adult-led circle time activity.
- The inspector talked with staff and held a meeting with the manager and area manager.
- The inspector examined documentation including a representative sample of children's records, safeguarding policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Helen Parker

## Full Report

### Information about the setting

The Hungry Caterpillar Day Nursery is one of eleven 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 free early education for children aged three and four years. It is open each weekday for 51 weeks of the year and sessions are from 7.30am to 6pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently has 33 children attending in the early years 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. There are nine staff members. Of these, six hold relevant childcare qualifications and two are currently working towards a qualification. The setting receives support from the company's area manager, who has achieved Early Years Professional Status.

### What the setting needs to do to improve further

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

- continue working on assessment procedures to close any gaps that appear in children's learning and strengthen systems for monitoring and assessing children's progression
- support staff's development further across the setting, for example, through mentoring and training, to achieve consistent levels of expertise to fully enhance outcomes for children.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a positive impact on children's development and provide a good range of activities across all areas of learning at this very welcoming nursery. Younger children explore their room by crawling and climbing on slides and playing spontaneous games of peek-a-boo with staff. This demonstrates these children feel secure in their surroundings and are becoming active learners. There are also opportunities for adult-led activities, for example, painting with large stamps at the table and tyre printing. Babies enthusiastically put their hands in the paint to experience mark making, with staff supporting them. These

activities help babies develop their early writing skills and discover a variety of resources through fun and sensory exploration.

Older children have free access to an outside area which is set up for mark making and sand play. This particularly supports children who prefer to learn outdoors. Children also use the indoor squash court to enjoy more physical play, using parachutes, balls, beanbags and ramps. This helps children to develop their large physical skills through regular exercise. Babies are excited to explore this big space with complete freedom. Older children enjoy adult-led circle time, where they sit and concentrate well on a magic bucket activity. Their impressive listening skills demonstrate good school readiness.

Children are progressing well across all areas of learning, in particular children who speak English as an additional language. This is because staff work very closely with parents to support children and share information. A key person approach enables staff to form close relationships with children and to work with parents. A daily record is shared between staff and parents of babies, with their 'wow' moments recorded celebrating children's achievements and progress. This enables parents to become involved in their child's learning at home. A new assessment program is currently being implemented which will share children's progress online with parents. At present, staff use a learning journal to collate children's work samples, photographs and track their development. This is shared with parents at regular reviews. However, the current assessment procedures are not fully monitoring and evaluating children's progression to enable staff to identify any gaps in children's learning.

Children with special educational needs and/or disabilities are well supported through work with external agencies and parents. Staff are keen to learn more about communication methods, such as sign language, to help children improve their communication skills. Signing is used with all children at circle time in order to promote inclusion. Staff use good teaching strategies with children who have autistic spectrum disorder, showing a commitment to equality of opportunity.

Children develop positive relationships with both staff and their peers, which supports a good attitude to learning. For example, children are able to share resources and play cooperatively at the play dough table. Staff intervene gently to help with potential disagreements, managing children's behaviour well.

### **The contribution of the early years provision to the well-being of children**

Settling in procedures are good and effective. Staff work flexibly with parents, enabling them to visit and stay with their children, making starting nursery a gradual process. Parents are supportive of this approach, with very young children settling quickly. As a result, children are secure and happy and leave their parents and carers easily at the start of the day.

Key staff have a good knowledge of the children they work with. Babies have care routines carried out by their key persons. Staff sit with children at mealtimes and nap

time, providing a positive and warm relationship. Children enjoy the healthy meals and snacks provided by the nursery and have access to drinking water in case they are thirsty. Parents have been involved in the recent review of the menu and children with specialist diets are catered for. This promotes positive relationships with parents and enables staff to ensure children's dietary requirements are fully met. Older children develop their independence at lunchtime as they serve themselves and afterwards take their own plates to put any uneaten food in the bin. These established routines demonstrate children's growing independence and promotes their self-esteem.

Babies and children have their own bedding and staff are caring and warm, settling children down to sleep. Older children have the opportunity to choose other activities if they do not require a nap. This means staff are responding to the children's changing needs effectively. Parents' instructions are followed regarding the length of time children sleep, demonstrating good communication and the awareness of following individuals' routines.

The nursery is well resourced and welcoming. Equipment is stored at child height and children have plenty of opportunities to select toys and explore their environment. This further promotes children's independence. Babies are able to take risks climbing on gentle slopes and slides. Older children understand how to move safely around indoors and understand acceptable behaviour, for example, listening at circle time. This promotes children's developing understanding of keeping themselves safe.

Children are well prepared for the next stage of their learning, for example, staff ensure children have short visits to their new room in the nursery before they move. The manager and area manager are currently developing links with the local primary school and children's centre to improve partnership working.

### **The effectiveness of the leadership and management of the early years provision**

The manager has been in post for six months and in that time has implemented an ambitious development plan. Positive changes have been made and inspirational day to day management is apparent; for example, the manager works alongside staff modelling good practice. The manager demonstrates high aspirations for the nursery. She is a reflective practitioner and works alongside the company area manager. Together, peer observations and regular supervision have led to staff working towards clear targets for improvement.

The manager works closely with the local authority and has strong support from the provider to bring about positive improvements to the nursery environment, for example, redesigning the garden to provide a safer and more stimulating area for children.

The manager has secure knowledge of safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, recently completing a level 4 safeguarding course through the local authority. All staff receive induction training and regular supervision; staff have excellent opportunities for continued professional

development overall, with the provider offering five days a year of in-house training.

Partnership with parents is a strength of the nursery. Parents appreciate the open door policy and can telephone and email the manager for information about their child at any time. Parents' views are welcomed and they contribute to feedback regarding policies and procedures, for example, reviewing the settling-in procedures. A parent forum is evolving and a high level of parental involvement is clear, for example, there is a planned outing to Ruislip Lido at the weekend, which has fifteen families attending.

Risk assessments are thorough and are regularly updated and children's safety is given a very high regard. For example, the manager regularly assists with moving babies from upstairs to the ground floor. A fire drill had just been completed and a first aid kit is taken when children use the squash court for physical play. These effective systems mean children are safe and can play and learn in a secure hazard free environment, indoors and outside.

Staff are well supported by the manager, with apprentices being trained towards qualifications and qualified staff receiving ongoing professional development. However, the systems for monitoring staff performance are not currently fully established to enable all staff to a consistent level of expertise to maximise outcomes for children. Staff are given responsibilities; for example, and apprentice is in charge of the art and craft area, and their knowledge is gradually developed through effective systems of induction and performance management.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY297091
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	833940
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Hungry Caterpillar Day Nurseries Ltd
<b>Date of previous inspection</b>	16/11/2009
<b>Telephone number</b>	01923 827977

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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