

Hungry Caterpillar Day Nurseries- West Twyford



West Twyford Primary School, Twyford Abbey Road, London, NW10 7DN

Inspection date	1 June 2018
Previous inspection date	3 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and new manager are committed to providing children with high-quality care and education. They set challenging plans for continual improvement. This has led to staff training on how to increase children's learning through their interests.
- Parents appreciate the daily information they receive from staff about their children's care and learning, and the regular meetings to discuss their children's progress.
- Children of all ages are happy and show high levels of curiosity. They make friends and build happy relationships. Children learn about safety in the environment, such as through occasional outings to the local park and nearby school field.
- Staff demonstrate a good understanding of how children learn and develop. They provide welcoming environments and make equipment and resources accessible to children, indoors and outdoors, which keeps children motivated and interested.

It is not yet outstanding because:

- At times, staff miss some opportunities to develop children's creativity.
- Occasionally, staff do not share information between themselves as well as possible to promote the highest possible continuity in children's learning.

What the setting needs to do to improve further

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

- make full use of opportunities to extend children's creative development
- ensure that staff share information fully effectively in the setting to promote continuity for children.

Inspection activities

- The inspector observed the care routines and the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector looked at a sample of children's assessment and development records, tracking records, development plans and displayed planning.
- The inspector checked evidence of safeguarding procedures, suitability of staff working with children, the attendance register and accident procedures.
- The inspector took account of the views of parents spoken to on the day and she interacted with children at appropriate times.
- The inspector held meetings with the senior managers and the business manager of the attached children's centre and completed a joint observation with the manager.

Inspector

Mrigakshi Divecha-Talker

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Staff follow efficient policies and procedures to safeguard children. They understand how to protect children from harm and whom to contact should they have any concerns regarding a child's welfare. Management follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. The team monitors staff performance through regular supervisory meetings. Staff keep the premises safe and secure. The manager evaluates the quality of the provision and all staff have a positive attitude to embedding changes for children's benefit. For instance, recent training is helping staff plan for children using their immediate observations. This has had a positive impact on the children's active learning and language skills. Staff work in close partnership with parents to support all children's needs consistently. There are good links with local schools and other professionals in the children's centre to provide continuity in children's learning and care.

Quality of teaching, learning and assessment is good

Staff ensure children are engaged and enjoy learning. This contributes to the good progress children make. Children of all ages enjoy exploring how things feel. For example, they eagerly experiment with foam and bubbles. Staff get down to the younger children's level and extend their learning, for instance, tapping containers together in the sand and responding to children's vocalisations. Staff use many opportunities to incorporate mathematical language and understanding. For example, children compare sizes of insects and liken the largest woodlouse to a 'mummy one'. Children choose to play indoors or outdoors. They delight in mark making with roller paints and developing rhythm through music activities. Children show an interest in growth and investigate living things in the environment. Staff encourage all children's language, asking effective questions to encourage them to respond. Children who learn English as an additional language receive effective support from staff to develop their communication skills.

Personal development, behaviour and welfare are good

All children behave very well. Children show high levels of confidence. They arrive eagerly and immediately find others to play with. They respect each other, take turns and develop positive social skills, such as using good manners. Staff support children to be physically active, such as using a trampoline as staff sing to them. Staff provide children with healthy meals and snacks, and maintain good hygiene practices to promote well-being. Young children sleep or rest according to their needs. Staff praise children as they recognise their efforts and achievements. This helps to raise their confidence and self-esteem. Children learn about a variety of celebrations, supporting their understanding of different members of their community.

Outcomes for children are good

Children develop good skills for future learning and moving on to school. For example, they persist in tasks for sustained periods. All children listen well, follow instructions and are developing an ability to learn independently. Older children enjoy routine whole-group activities, where they show good progress in literacy and mathematics.

Setting details

Unique reference number	EY436166
Local authority	Ealing
Inspection number	1131633
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	70
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Date of previous inspection	3 August 2015
Telephone number	02088383296

Hungry Caterpillar Day Nurseries - West Twyford registered in 2011. It is one of 10 provisions run by Hungry Caterpillar Day Nurseries Ltd. The nursery operates from premises within West Twyford Children's Centre, in the London Borough of Ealing. The nursery is open five days a week from 7.30am to 6pm for 51 weeks of the year. There are 10 members of staff, including the manager. Of these, one member of staff holds a relevant early years qualification at level 4, six staff hold qualifications at level 2 or 3, and two staff are working towards an early years qualification.

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