

# Kittens Day Nursery and Big Cats Out of School Clubs

Inspection report for early years provision

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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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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

Kittens Day Nursery and Big Cats out of school club are run by Sussex Downs College. They opened in 1989 and operate from two buildings on the Sussex Downs College Campus in Eastbourne, East Sussex. The nursery is open each weekday from 8:15am to 5:30pm for 42 weeks of the year. The out of school club is open Mondays to Thursdays from 13:00pm to 6:30pm and during school holidays.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend aged from two years to the end of the of the early years age range. There are currently 34 children on roll, and all are in the early years age group. The after school club is registered on the Early years register and on the Voluntary and Compulsory parts of the Childcare Register. A maximum of 32 children aged from five to under eight years may attend. The after school club currently has 24 children on roll with two in the early years age range.

The nursery has a staff team of six, including the manager and all have early years qualifications, and one staff member has Early Years Professional Status training. The out of school club has 11 staff and five staff, including the manager, have play work and early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well organised and provides consistent support for individual children's care and welfare. A highly organised play environment is provided, and children have many opportunities to explore resources and create their own play activities. Staff demonstrate a high level of competence with teaching and promoting achievement, and children make excellent progress with their learning. Staff work closely with parents and carers to provide inclusive support for children's health and development. The nursery staff make effective use of self-evaluation, and are strongly committed to improvement and maintaining good quality child care.

## What steps need to be taken to improve provision further?

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

- develop the methods used to plan children's next steps in their learning

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

The nursery is a long established college campus day care setting, and has an experienced and well qualified staff team. Many staff have 3 or 4 childcare

qualifications, and one staff member has completed Early Years Professional Status. The setting provides a well organised learning programme for early years, and also offers after school care for older children. The management of the two settings is consistent and well structured, and shows a definite commitment to maintaining improvement. Children are effectively safeguarded within the settings, with well organised security measures in place and clear records kept. The staff are well trained in child protection practice, and are experienced in working with the local safeguarding team and other outside agencies.

The nursery has a range of strengths within its provision, that benefits the children and effectively promotes their development. The quality of the teaching and support for individual children's learning is highly consistent and well maintained. One of the outstanding elements within the nursery is the highly successful organisation of the play and learning environment. Children have access to an exciting and stimulating range of play resources, and have frequent opportunities for child-led games and learning activities. The main play areas are particularly rich in their presentation of resources and learning materials, which has a significantly high impact on children's achievement and promotion of their interests.

The nursery successfully supports inclusive practice, and staff have a good awareness of the need to promote equality and diversity. Children are provided with a wide range of activities and play projects, that helps them learn about languages and other cultures. The nursery also has a wide selection of diversity based play resources, and visual displays. Children's understanding of diversity and awareness of people's differences, is well promoted within the play programme.

The nursery staff show confidence in their use of reflective practice. A well organised key person system is in place, and staff make effective evaluations of the play environment, and children's responses to activities. The nursery has a clear and detailed development plan, and has acted effectively to meet all recommendation made at the last inspection. The staff are also able to identify areas for development, as part of maintaining improvement.

The nursery staff show a good awareness of the need for close links with other carers. Staff key persons take a close interest in the children's relationships with other care providers, particularly in the out-of-school section. The nursery's partnership with parents is also effectively organised, and parents benefit from close contact with their child's key person. Parents are encouraged to contribute to their children's care and learning, and to follow the assessment of their learning progress.

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

The organisation of children's enjoying and achieving is highly effective, and an outstanding element within the play programme. Staff provide an excellently planned and engaging range of activities, that includes regular learning themes and play projects. Staff ensure children have frequent opportunities to explore resources and develop child-led play. The inclusion of the six areas of learning

within the planning is thorough and consistent, and children's progress with their learning is well explored and promoted. The nursery also has a clear approach to the planning of learning for individual children. However, there is some inconsistency in the methods currently used to establish children's next steps in learning.

The quality of teaching and promotion of children's achievement within the nursery is excellent. Children benefit greatly from staff skill and ability to interact, and extend learning. Staff are highly effective in their use of questions and prompts to promote children's interests and awareness. A highly organised and comprehensive system is also in place to assess and record children's learning progress. Clear and detailed notes are taken of children's development and engagement with the play environment. The recorded material is then effectively used to produce detailed and thorough development folders, that outline each child's learning journey and progress through the learning stages.

A well organised range of procedures are in place to maintain children's safety within the nursery. The organisation of risk assessment is detailed and consistent, and staff recognise the importance of maintaining children's safety outdoors and on outings. Staff pay close attention to promoting children's health and development, and take care to ensure children learn about hygiene and how to be tidy. The nursery's play programme also successfully supports children's awareness of healthy foods, and children have a range of activities associated with food and growing. Children's health and development also benefits from frequent opportunities to be active and promote physical development. Children have fun and are expressive during music and movement activities, and also enjoy balancing and using push-rides, in the nursery's outdoor play area.

Staff provide many good learning opportunities, where children's independence, and their future skills are effectively fostered. During daily circle times, children learn to take turns and listen to others. Staff also use group learning to help children recognise their names and make friends, which encourages their personal and social development. Children's use of speech and language is also consistently supported. Children and staff explore stories and books together, and children learn new words when describing their ideas and what they see around them. Staff are also highly attentive in supporting children's problem solving and numeracy. Children successfully learn about counting, shapes and sizes during a wide range of assembly resources, and supervised access to the computer. Children's creative development is well promoted, and children are given frequent opportunities to be inventive. Children enjoy mixing and combining media and paint materials, in the nursery's well presented art and craft area. Children also spend a good deal of time involved in child-led play, and staff often follow the children's lead. For example, in the setting's discovery play area, children use a large black cloth and some boxes to make a tent. This changes to a cave for monsters and then becomes a ghost house, as staff support the children's own play ideas.

The nursery staff consistently provide encouragement for children, and effectively support their confidence and good behaviour. Many close one-to-one interactions take place with staff, to encourage children's self awareness and understanding of feelings. Much good support is also provided to help children feel included, and

able to join in with the group. Throughout the many activities and planned play projects, staff work consistently to widen children's interests, and promote their knowledge and understanding of the world. Staff are effective in helping the children learn about travel and transport, and awareness of local surroundings features regularly in the learning activities. Children also talk about their home life and holidays, and the nursery's excellent growing and nature projects, helps children to know about nature and the seasons.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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## **Annex B: the Childcare Register**

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

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