



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 508948

DfES Number: 517847

### INSPECTION DETAILS

Inspection Date 09/02/2004  
Inspector Name Stacey Sangster

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Kittens Day Nursery and Big Cats Out of School Clubs  
Setting Address Ecat House, Cross Levels Way  
Eastbourne  
East Sussex  
BN21 2UF

### REGISTERED PROVIDER DETAILS

Name Sussex Downs College - Childrens Centre

### ORGANISATION DETAILS

Name Sussex Downs College - Childrens Centre  
Address Ecat House  
Cross Levels Way  
Eastbourne  
East Sussex  
BN21 2UF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Kittens Day Nursery operates on the Sussex Downs College campus (Eastbourne site) from a mobile classroom in the grounds, it has use of its own secure outdoor play area. The setting serves college staff and students as well as the local community.

There are currently 42 children on roll. This includes 18 funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs. There are no children attending who speak English as an additional language.

The group opens for five days a week and is open for 51 weeks of the year. Sessions are offered between 8:30 p.m. and 5:30 p.m. Eight staff work with the children and are employed as a mix of part time and full-time staff. All staff have, or are in the process of obtaining, an early years qualification. The setting receive support from the Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff plan a well balanced curriculum which is delivered using an imaginative range of interesting and stimulating activities. Activities are linked to topics which fire children's imagination and help them to develop positive dispositions and attitudes to learning. Careful monitoring ensures that all children have access to a variety of experiences to support the different aspects within the six areas of learning. Collation of the current participation records and children's assessment would help to identify those stepping stones which need to be revisited in order for children to grasp them fully.

The leadership and management of the setting is very good. Staff are well supported and the staff team work well together. They have a range of opportunities to extend their knowledge through training and to specialise in areas that interest them. There is an effective line management arrangement in place. Staff are clear about their roles and responsibilities and are committed to improving the service that they offer to children and their families.

The partnership with parents is generally good. Parents are kept well informed about the subjects that their children will be studying and are given ideas about how they can support their children's learning. The setting provides information to parents on a regular basis about their children's progress. Feedback for parents of funded three-year-olds is generally good but lacks the detail of the reports for four year olds.

### What is being done well?

- The provision of a wide range of interesting and stimulating activities that help children to make progress in all areas of learning.
- Staffs use of their individual knowledge of the children in the setting, to motivate and encourage them in ways that make their individual needs, and learning styles.
- The provision of a wide range of resources, effectively used to support children's learning.
- The relationships developed by the staff with the children which result in children feeling settled, happy and confident while in the nursery.

### What needs to be improved?

- There are no key issues for action as a result of this inspection however the following areas could be improved by minor adjustments:

- The content of the information in reports provided to parents in relation to i) the end of term report for funded three-year-old links to the different areas of learning; ii) identifying the next stepping stones that individual children are working towards.
- The clarity of records to identify which stepping stones need to be visited to ensure that all children have fully grasped them before moving on to the next.

#### **What has improved since the last inspection?**

The frequency of assessment of children's progress has been increased and these are now carried out routinely and include the identification areas of weakness.

The assessment and now used to help the staff to plan activities based on what children need to learn next.

There is now a formal system in place, following the introduction of the stepping forward profile assessment system, to enable parents to contribute to their children's assessment by sharing observations of their children's learning and development at home.

There is now a system in place to evaluate the teaching methods used to keep activities. However this could be extended as it does not note ideas for improvements for future reference as suggested at the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly and are relaxed on arrival. They are motivated to learn and show excitement at being able to demonstrate their knowledge. Children need less support to stay on task as they develop increased concentration skills. The children build positive relationships with each other and staff. They are happy and enjoy the activities offered, they cope positively with changes in activities and are supported well in developing their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They initiate conversation and take account of what others say. They are beginning to use talk to resolve disagreements. The children enjoy joining in with repeated phrases and anticipate key events and important phrases when being read familiar stories. Children use speech to explain what is happening and anticipate what might happen next. Most children ascribe meanings to marks, many confidently identify letter sounds some are able to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, they use some number names and number language spontaneously. Most will confidently attempt to count an irregular arrangement of up to 10 items. They are able to say with confidence the number that is one more than a given number. Children observe and use positional language and are able to find items from positional clues. Most children can order at least two items by length or height and are able to select a particular named shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials using all their senses. They show interest in why things happen and how things work. The children build and construct with a wide range of objects, selecting appropriate resources. They know how to operate simple equipment and show an interest in ICT. The children are beginning to differentiate between past and present. They show an interest in the world in which they live and are beginning to gain an awareness of the cultures and beliefs of others.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children respond enthusiastically to rhythm, music and story by means of gesture and movement. They are able to adjust their speed or change direction to avoid obstacles and negotiate space successfully when playing racing and chasing games with other children. The children show increasing control over clothing and fastenings. They persevere in repeating some actions when developing a new skill and understand that equipment and tools have to be used safely, and use them with care and control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children devise and create constructions, collages, paintings, drawings and role-play using their imaginations. They are beginning to build a repertoire of songs and will often sing to themselves and can make up simple songs. Children's imaginations are well developed and they use one object to represent another; even when the object a few characteristics in common. The children show interest in what they see, hear, smell, feel and touch and make intelligent comparisons.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Consider linking the written reports provided to the parents of funded three-year-olds specifically to each area of learning.
- Consider identifying in reports the next target for children in relation to the stepping stones so that parents can be more informed when supporting their children's progress at home.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*