

Kittens Pre-School and Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Kittens Pre-School and Nursery is a registered charity run by a voluntary committee and opened in 1989. The provision operates from within a single storey purpose built building located in the Earcroft district of Darwen in Lancashire. All children share access to a secure enclosed outdoor play area. The provision is co-located with a Children's Centre and the provision liaises with staff there to advise and support families. It is open each weekday from 8am until 5pm, term time only. The provision is registered on the Early Years Register. A maximum of 36 children may attend the setting at any one time. There are currently 72 children aged from two to under five on roll, some in part-time places. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs eight staff, seven of whom work directly with the children. All hold an appropriate early years qualification to at least level 3. The provision provides funded early education for three and four-year-olds and receive support from the local early years team. They are a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An enthusiastic and committed staff team are led by a dynamic manager to create a fully inclusive and exciting environment indoors and outdoors. Planning and assessment expertly support individual needs and as a result children are extremely confident and self-assured. They make excellent progress in their learning and development. The nursery is proactive in developing highly effective partnerships between parents, providers and other professionals and agencies. This ensures that children's needs are met and their protection is guaranteed. Managers and staff are passionate about continually evaluating their practice to bring about continuous improvement. This results in dynamic provision that continues to significantly improve outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing further opportunities for children to independently weigh and measure within existing continuous provision areas.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and exceedingly well protected in the setting because all staff have a comprehensive awareness of safeguarding issues. There are robust recruitment procedures in place including vetting procedures to ensure that staff and regular volunteers are suitable to work with children. There are robust policies and procedures which are implemented consistently and reviewed regularly to ensure the welfare of children. All staff and volunteers undertake a comprehensive induction. Regular training ensures their knowledge is kept up-to-date and promotes the welfare of children. Staff are vigilant and make excellent use of comprehensive risk assessments to minimise and deal with potential hazards in the environment. This promotes children's safety on the premises. Children are also taught how to keep the environment safe. For example, they help staff to identify potential hazards in the outdoor area which develops their awareness of risks and how to keep safe.

Staff have planned and resourced a challenging, stimulating environment where children have space to play and the freedom to explore, be physically active and develop their own interests. For example, the outdoor environment provides children with the opportunity develop their physical skills and take manageable risks climbing trees. Resources are well-organised and clearly labelled, such as construction materials. This encourages children to choose independently and is highly effective in supporting their learning. The quality of the provision is significantly enhanced by high staff morale. They are a strong team who are committed to continuous improvement. A whole team approach ensures self-evaluation is dynamic and effectively identifies areas for improvement which actively contributes to improving outcomes for children. For example, children's ability to take risks in safety has been improved as the setting secured a grant and developed the outdoor area.

The ethos of the setting is to 'aim to involve parents at every opportunity'. Parents are central to the running of the setting. They form the management committee and contribute to the policies in the setting, run the book lending library, and share their skills, such as teaching French or belly dancing. Parents are encouraged to become involved in their child's learning by contributing to children's learning and development records. Staff are proactive in building exceptionally strong partnerships with other providers who are welcomed in the setting. Information is shared with other providers and parents through children's learning profiles, information about activities that children have participated in and daily discussions. This ensures children receive continuity of care and enables all parties to fully support children. Staff actively avoid gender stereotyping and work hard to ensure they meet the preferences of all children through a rich, varied and imaginative range of activities. For example, mark making opportunities are supported using fine motor skills with pens and pencils, or using gross motor skills outdoors by rolling one wheeled toys in paint and making patterns on large paper. There is an equal opportunities policy which underpins current practice. Staff work closely with families and other agencies to identify children with special educational needs and/or disabilities and provide the support they need at an early stage. This means

the individual needs of all children are met and they are fully included in the life of the setting.

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

Children are helped to learn about safety because staff encourage them to take risks and to think about their own and others safety. For example, children alert adults if someone is stuck when climbing. They learn to use tools in safety because staff use hammers and nails in woodwork and teach how to carry scissors safely. Children develop their health and bodily awareness. After wake and shake activities children say they are 'hot' and can explain it is because the blood is going faster round and round their bodies. They demonstrate their understanding of good hygiene by going to the nose wiping station, using the tissue, checking the mirror, disposing of the tissue and then using the hand gel. They talk about the germs on their hands that make you poorly. They say they 'must always wash their hands when they have been playing with soil in the garden because of the worms'.

Children's learning is effective, varied and progressive because staff plan inspiring activities which ensure children are active in their learning. They are busy and occupied in an exciting challenging environment. Children contribute their ideas and staff support the implementation. Children's use of language for communication and thinking is significantly enhanced in their imaginative play. For example, the role play area is converted into a 'snowy land'. There is a white tent representing an igloo and white floor covering for ice/snow. Children use knowledge gained from stories to inform their plans. They make an iceberg, from plaster of Paris.

Children then decide they want an ice hole to go fishing in. They make fish and discuss how they would cook these outdoors. Listening skills are developed as they hear French words for the song 'head shoulders knees and toes'; they show their understanding by pointing to the correct body parts. Overall, teaching highly motivates children's developing problem solving, reasoning and numeracy skills. Children develop an excellent understanding of weighing and measuring during baking activities, talking about quantities, such as 'more' or 'less'. However, children do not have continuous access to equipment to continue to develop these skills during their independent play. Children develop excellent skills for the future by using a superior range of information communication technology. These include interactive smart boards and cameras. The use of a laptop computer to search for information transforms children's knowledge. For example, they access the internet together in order find out if the animal hiding in the tree in the 'Rumble in the jungle' story is a jaguar or a leopard.

Children behave exceedingly well in the setting. For example, children at the interactive smart board negotiate the rules for taking turns so everyone is included and has equal access. The setting celebrates the festivals that are relevant to the children attending. They recently celebrated Eid. The provision asks for help from parents and families came to pre-school bringing pictures, artefacts and food for

children to sample. Sharing this knowledge enables children to extend their knowledge and begin to know about their own and other cultures.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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